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LOUISIANA STATE PUBLIC SCHOOL
TEACHERS' ASSOCIATION

JOURNAL

OF

Proceedings and Addresses

OF THE

Seventeenth Annual Meeting

HELD AT

New Orleans, Louisiana

APRIL 9, 10, 11, 1908

HARVARD UNIVERSITY
OFFICE OF THE
GRADUATE SCHOOL OF EDUCATION
GRADUATE SCHOOL OF EDUCATION
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CONSTITUTION AND BY-LAWS

Louisiana State Public School Teachers' Association

PREAMBLE.

To elevate the profession of teachers and to promote the interest of the public schools in Louisiana, we have organized an association, and hereby adopt the following Constitution and By-Laws:

CONSTITUTION.

ARTICLE I—NAME.

This organization shall be known as the Louisiana State Public School Teachers' Association.

ARTICLE II—MEMBERSHIP.

SECTION 1. The membership of this Association shall consist of active and honorary members.

SEC. 2. The active membership of this Association shall consist of public school teachers and public school superintendents. The term public school teachers is interpreted to mean all teachers employed in schools supported wholly or in part by public funds—be said funds State, parish or city.

SEC. 3. Honorary membership shall consist of State and parish officers and private school teachers and such other individuals as the Association may elect. They shall enjoy all the privileges of active members except the right to vote.

ARTICLE III—DUES.

SECTION 1. All active members of this Association shall pay an annual fee of \$1.00, which shall entitle them to all rights and privileges of the Association. It shall be the duty of the Secretary

at the close of each annual session to furnish the Treasurer a list of all absent members, to whom the Treasurer shall apply during the following year for their annual fee. Three successive absences accompanied by three successive failures to pay the annual fee shall be sufficient cause for discontinuance of membership. No member shall be entitled to vote or to receive the published proceedings of the Association until the fees have been paid.

ARTICLE IV—MEETINGS.

One stated meeting shall be held annually, beginning on such a day and at such a place as the Association or its Executive Committee may determine. Special meetings may be held at the option of the Association or upon the call of the Executive Committee.

ARTICLE V—OFFICERS.

SECTION 1. The officers of this Association shall be a President, two Vice-Presidents (one lady and one gentleman), a Secretary and a Treasurer.

SEC. 2. The President and Vice-President shall perform the duties usually devolving upon such officers. The President shall be ex-officio Chairman of the Executive Committee. He shall sign all orders on the Treasurer.

SEC. 3. The Secretary shall be elected for three years; he shall be ex-officio Secretary of the Executive Committee. He shall attend to all the correspondence of the Association and of the Executive Committee. He shall prepare and distribute all the bulletins and information which this Association shall wish to place before its members. He shall attend to the railroad arrangements for all meetings. He shall collect the annual dues, and shall employ such clerks and for such time, under the approval of the President, as shall be necessary to enroll members at the annual meeting. He shall receive as compensation one hundred fifty dollars per annum.

SEC. 4. The Treasurer shall receive and keep all funds belonging to the Association; pay out the same only on orders signed by the President and Secretary, and report the condition of the finances at each annual meeting of the Association.

ARTICLE VI—STANDING COMMITTEES.

SECTION 1. The standing committees of this Association shall be an Executive Committee, consisting of seven members, including the President, and a Legislative Committee, consisting of five members, with the addition of the State Superintendent of Public Instruction as an advisory member.

The full term of service for each member of the Executive Committee shall be three years, provided that after the 1903 election the membership shall be divided by lot into three classes, namely, two to serve one year, two to serve two years, and two to serve three years.

SEC. 2. The Executive Committee shall manage the general business of the Association, and shall have sole charge of same between sessions, call special meetings of the Association, prepare program of proceedings for the annual meeting, and have the State Superintendent as an advisory member. The President shall be ex-officio Chairman of the Executive Committee.

The Chairman shall endorse all orders on the Treasurer; but no order shall be approved for any bill which is not presented within thirty days after the close of the session.

SEC. 3. The Legislative Committee shall consider all measures referred to it by the Association, together with such measures as in the opinion of the Committee require legislative action, and report to the Association the results of its deliberations. It shall also endeavor to secure the enactment into laws of such measures as are recommended by the Association for said purpose.

ARTICLE VII—ELECTIONS.

The officers and standing committees of this Association shall be elected by ballot at each annual meeting, and shall enter upon their duties at the close of the meeting at which they are elected. All the names of persons nominated shall be placed upon a printed slip under the proper headings, and members voting shall strike off all the names but one for President, all but one lady and one gentleman for Vice-President, all but one for each of the remaining offices, all but two for the Executive Committee, and all but five

for the Legislative Committee. Tickets containing more than the proper number of names for any office shall not be counted for said office.

The Election Committee shall keep the polls open till noon of the last day of the session, and shall make a list of all members voting, and no vote shall be received unless the member offering the same shall present his or her card of membership.

ARTICLE VIII—AMENDMENTS.

The Constitution and the following By-Laws may be altered or amended by a vote of two-thirds of the members present at any regular meeting, provided the notice of such proposed alteration be given in writing on the first day of the meeting and the action on the same be taken on a subsequent day.

BY-LAWS.

1. An Auditing Committee consisting of three persons shall be appointed by the President on the first day of each annual meeting. It shall be the duty of this Committee to audit the Treasurer's accounts and report the condition of the treasury to the Association during the meeting.

2. An Election Committee consisting of five members shall be appointed by the President. It shall be the duty of this Committee to conduct the elections for which it is appointed, in due manner prescribed in Article VII of this Constitution.

3. A Committee on the Investigation of School Problems, consisting of five members, shall be appointed annually by the President. The State Superintendent shall be an advisory member, and the Secretary of the Association shall be ex-officio Secretary of the Committee. It shall be the duty of this Committee to collect information and conduct investigations dealing with school problems, and it shall publish the result of this work in bulletins, which are to be distributed among the members of the Association.

4. A Committee of Parish Managers, consisting of one member from each parish, shall be appointed by the President. It shall

be the duty of this Committee to take charge of the general interests of the Association, excepting those already intrusted to the Executive Committee, and shall do all in its power to make the Association a useful and honorable institution. They shall endeavor to create an interest in the Association and secure as many members as possible at each annual meeting.

5. The Executive Committee shall have power to appoint local committees whose duty it shall be to make necessary arrangements for the meeting of the Association.

6. The President's inaugural address shall be delivered on the first day of the annual meeting.

7. Any person reading a paper or delivering an address which is afterwards the subject of discussion before the Association shall have the privilege of closing such discussion.

8. All papers and addresses read before the Association shall become the property of the Association, and shall be published in the proceedings of the Association; and no paper or address shall be read in the absence of the author without the consent of the Executive Committee.

9. No paper prepared for the day session of the Association shall exceed thirty minutes in length, and no speaker except the person opening the discussion which follows the reading of the said paper shall occupy more than five minutes unless by vote of the Association.

CALENDAR OF MEETINGS

Louisiana State Public School Teachers' Association.

1892—Alexandria. (Original.)

W. J. Calvert, Chairman.

Miss Zoe Garig, Secretary.

1893—New Iberia.

W. J. Calvert, President.

Miss E. Quimby, Vice-President.

R. L. Himes, Vice-President.

C. E. Byrd, Secretary.

W. B. Hale, Treasurer.

1894—Monroe.

J. V. Calhoun, President.

Miss M. W. Maybin, Vice-President.

W. M. Howe, Vice-President.

C. E. Byrd, Secretary.

H. J. Daigre, Treasurer.

1895—Baton Rouge.

C. E. Byrd, President.

Miss Lida Benton, Vice-President.

G. Williamson, Vice-President.

William J. Gahan, Secretary.

I. J. Vaughan, Treasurer.

1896—Lake Charles.

R. L. Himes, President.

Miss Marion Brown, Vice-President.

D. B. Showalter, Vice-President.

Miss Julia Dale, Secretary.

G. W. Jack, Treasurer.

1897—No regular session. Special meeting at Ruston in July.

1898—New Orleans.

D. B. Showalter, President.
Miss L. Whitaker, Vice-President.
B. S. Landis, Vice-President.
Miss Lula Soape, Secretary.
J. N. Yeager, Treasurer.

1899—Shreveport.

• Mrs. M. H. Williams, President.
Miss Amanda Howell, Vice President.
W. E. Taylor, Vice-President.
Miss Sallie Spencer, Secretary.
A. S. Dale, Treasurer.

1900—Alexandria.

J. E. Keeny, President.
Miss Agnes Morris, Vice-President.
O. B. Staples, Vice-President.
Miss Amanda Howell, Secretary.
E. F. Gayle, Treasurer.

1901—Franklin:

J. B. Aswell, President.
Miss A. Aurianne, Vice-President.
J. N. Yeager, Vice-President.
Miss Irma McCord, Secretary.
B. S. Landis, Treasurer.

1902—Baton Rouge.

Miss Lula Soape, President.
Mrs. Josephine Reed, Vice-President.
T. H. Harris, Vice-President.
Miss E. E. Riggs, Secretary.
B. S. Landis, Treasurer.
Miss C. Jacquet, Acting Secretary.

1903—Ruston.

E. L. Stephens, President.
Miss R. Newell, Vice-President.
O. B. Staples, Vice-President.
Nicholas Bauer, Secretary.
D. B. Showalter, Treasurer.

1904—Lafayette.

T. H. Harris, President.
May Huey, Vice-President.
J. R. Conniff, Vice-President.
Nicholas Bauer, Secretary.
D. B. Showalter, Treasurer.

1905—Alexandria.

E. F. Gayle, President.
Margaret C. Hanson, Vice-President.
C. A. Ives, Vice-President.
Nicholas Bauer, Secretary.
D. B. Showalter, Treasurer.

1906—Baton Rouge.

B. C. Caldwell, President.
Margaret C. Hanson, Vice-President
S. A. Alleman, Vice-President.
Nicholas Bauer, Secretary.
D. B. Showalter, Treasurer.

1907—Shreveport.

C. A. Ives, President.
L. C. McVoy, Vice-President.
I. J. Vaughan, Vice-President.
Nicholas Bauer, Secretary.
D. B. Showalter, Treasurer.

1908—New Orleans.

L. J. Alleman, President.
Agnes Morris, Vice-President.
C. M. Hughes, Vice-President.
Nicholas Bauer, Secretary.
D. B. Showalter, Treasurer.

Louisiana State Public School Teachers' Association

OFFICERS FOR 1907-1908.

L. J. ALLEMAN, Baton Rouge.....	President
AGNES MORRIS, Natchitoches.....	Vice-President
C. M. HUGHES, Bunkie.....	Vice-President
NICHOLAS BAUER, New Orleans.....	Secretary
D. B. SHOWALTER, Donaldsonville.....	Treasurer

LEGISLATIVE COMMITTEE.

J. B. ASWELL, Ex-Officio.

W. J. AVERY,	WARREN EASTON,
R. E. HINGLE,	C. E. BYRD,
E. L. STEPHENS.	

EXECUTIVE COMMITTEE.

J. B. ASWELL, Ex-Officio.

E. L. STEPHENS,	C. E. BYRD,
GEO. W. REID,	T. H. HARRIS,
C. J. BROWN,	JNO. MCNEESE.

DEPARTMENT OFFICERS.

A. RURAL SCHOOL DEPARTMENT.

R. S. CRICHLAW, Monterey.....	President
J. W. OXFORD, Sunnyhill....	Vice-President
EDWIGE PERRE, Jesuit's Bend.....	Secretary

B. KINDERGARTEN DEPARTMENT.

LOUISE THILBORGER, New Orleans.....	Pres.
HATTIE SCHUSTER, Shreveport.....	V. Pres.
MADEL WINTERS, Monroe.....	Secretary

C. PRIMARY DEPARTMENT.

MAY BREAZEALE, New Iberia.....	President
HELEN HERNON, New Orleans.....	Secretary

D. GRAMMAR SCHOOL DEPARTMENT.

L. C. McVOY, Natchitoches.....	President
THEODA HAYGOOD, Nairn.....	Secretary

E. HIGH SCHOOL DEPARTMENT.

CHARLES M. HUGHES, Bunkie....	President
LELIA WILLIAMSON, Bunkie.....	Secretary

F. ART AND MANUAL TRAINING DEPARTMENT.

WILLIAM WOODWARD, New Orleans.....	Pres.
MARY E. SWIFT, Natchitoches.....	Secretary

G. MUSIC DEPARTMENT.

No Session.

H. PRINCIPALS' DEPARTMENT.

J. F. WELCH, Colfax.....	President
J. W. TAYLOR, Baton Rouge.....	Secretary

I. CLASSICAL DEPARTMENT.

WALTER MILLER, New Orleans.....	President.
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Louisiana State Public School Teachers' Association.

OFFICERS FOR 1908-1909.

WARREN EASTON, New Orleans.....President
MATTIE H. WILLIAMS, Shreveport.....Vice-President
C. J. BROWN, Plaquemine.....Vice-President
NICHOLAS BAUER, New Orleans.....Secretary
D. B. SHOWALTER, Donaldsonville.....Treasurer

LEGISLATIVE COMMITTEE.

J. B. ASWELL, Ex-Officio.

C. E. BYRD,

S. A. ALLEMAN,

E. L. STEPHENS.

C. J. THOMPSON,

B. C. CALDWELL,

EXECUTIVE COMMITTEE.

J. B. ASWELL, Ex-Officio.

E. L. STEPHENS,

C. E. BYRD,

GEO. W. REID,

JNO. MCNEESE,

AGNES MORRIS,

MARION BROWN.

DEPARTMENT OFFICERS.

A. RURAL SCHOOL DEPARTMENT.

R. S. CRICHLAW, Monterey.....President

F. ART AND MANUAL TRAINING DEPARTMENT.

WILLIAM WOODWARD, New Orleans....Pres.

EMILY HUGER, New Orleans.....Secretary

B. KINDERGARTEN DEPARTMENT.

PENELOPE A. GUARDIA, New Orleans..Pres.

LOUISE THILBORGER, New Orleans..V. Pres.

HATTIE SCHUSTER, Shreveport....Secretary

G. MUSIC DEPARTMENT.

No Session.

C. PRIMARY DEPARTMENT.

RITA JOHNSON, New Orleans.....President

H. PRINCIPALS' DEPARTMENT.

D. GRAMMAR DEPARTMENT.

ZELIA CHRISTIAN, New Orleans...President

J. W. TAYLOR, Baton Rouge.....President

JULIA DALE, Vidalia.....Vice-President

N. B. LOWERY, Robeline.....Secretary

E. HIGH SCHOOL DEPARTMENT.

J. M. BARHAM, MarksvillePresident

MARION BROWN, New Orleans....Vice-Pres.

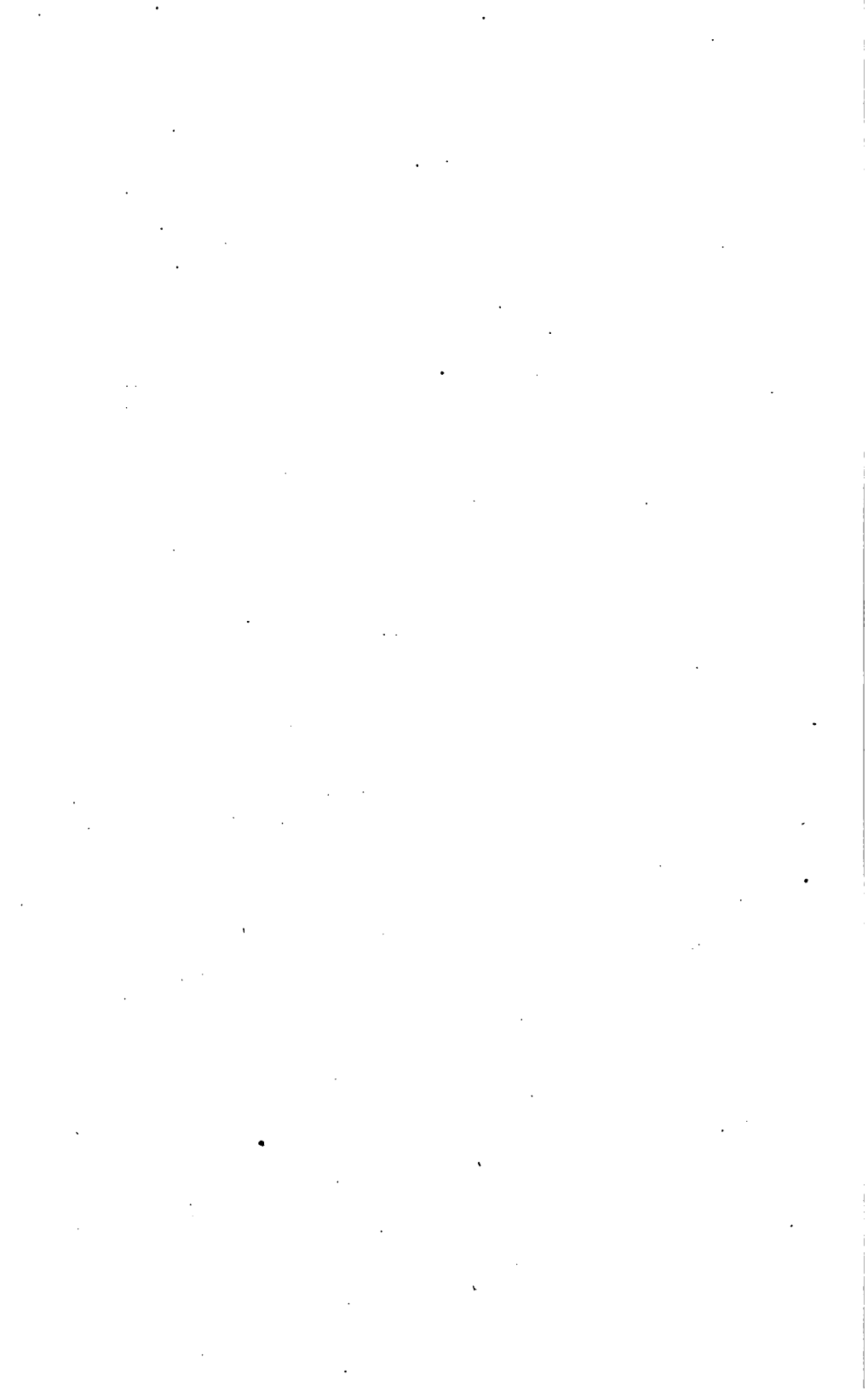
LOIS CHAPIN, Roseland.....Secretary

I. CLASSICAL DEPARTMENT.

WALTER MILLER, New Orleans....President

I. CLASSICAL DEPARTMENT.

WALTER MILLER, New Orleans.....President.



JOURNAL OF PROCEEDINGS
OF THE
Sixteenth Annual Meeting
OF THE
Louisiana State Public School Teachers' Association
NEW ORLEANS, APRIL 9, 10, 11, 1908.

FIRST DAY'S PROCEEDINGS.

Opening session: Thursday, April 9, 1908, 2 P. M.

The seventeenth annual meeting of the Louisiana State Public School Teachers' Association was called to order by President L. J. Alleman in the Athenaeum, Thursday, April 9, 1908, at 2 P. M.

Prayer was offered by Rev. W. E. Woodhams Denham.

An address of welcome was delivered by Andrew H. Wilson, President of the Board of Directors Public Schools of New Orleans, to which President Alleman responded, delivering at the same time the annual address of the president.

There being no objection, the reading of the minutes of the last meeting was dispensed with.

The following report of Secretary Nicholas Bauer was read and approved:

NEW ORLEANS, LA., April 9, 1908.

To the Officers and Members of the Louisiana State Public School Teachers' Association.

I would respectfully submit this my annual report as Secretary for the year ending April 9, 1908:

The journal of proceedings and addresses of the sixteenth annual meeting held last year at Shreveport was printed shortly after the close of the meeting, and a copy was mailed to every member. Some complaints have reached the Secretary of non-receipt of this volume. In explanation I would state that fifty-two copies sent out were returned to my office marked "No such post office in State named." I would, therefore, ask that members be careful when registering to give their correct post office addresses. A

supply of the proceedings of last year is on hand, and copies may be had upon application at the Secretary's desk in the Grunewald Hotel.

The plan, inaugurated at the Shreveport meeting, of collecting dues by paid clerks, instead of volunteer members of a committee, proved eminently successful, and established the wisdom of the amendment adopted last year.

The thanks of this association are due the railroads of the State for the liberal concession of a one-fare rate plus twenty-five cents for the round trip for this meeting.

It appears to me that the time has now arrived for the State Teachers' Association to offer its members something more than a copy of the annual proceedings and the rights and privileges accorded members at the annual meeting. To that end, I would suggest that there be appointed annually by the President a committee of five members, with the State Superintendent as an advisory member, to be named the "Committee on the Investigation of School Problems," and the duty of this committee shall be to collect information and conduct investigations dealing with school problems affecting the educational interests of our State, and further, that the committee publish the result of such work in bulletins, and that these bulletins be distributed among the members of the Association. Such work, vigorously and earnestly pursued can not but prove helpful to the teachers of the State and will serve to promote the general interest of the public schools of Louisiana. Should this suggestion be favorably considered, it will be necessary to adopt an amendment to the Constitution providing for this new committee.

To record the increase in membership made by this Association in the past seven years is a pleasant task. Seven years ago, at the Franklin meeting, the membership roll amounted to 153, two years after, at Ruston, it had more than doubled, amounting to 378, two years later, at Alexandria, in 1905, we numbered 1,002. and last year at Shreveport the roll reached the record mark of 1,252. There is every reason to believe that this splendid growth in membership will continue and that a new record will be established at this meeting in New Orleans.

In this connection, it pleases me greatly to report that I have collected in advance dues the sum of \$700 from the public school teachers of New Orleans. Never before has such a record been made, the largest enrollment of teachers from New Orleans at any previous meeting being 323. Due appreciation of the professional pride and spirit that prompted this large body of teachers to join the Association is here given, and it is felt that the example shown will have its effect in inducing a representative enrollment from every section of the State.

Should the State Teachers' Association continue its splendid success of attracting to itself a constantly increasing enrollment from every section of the State, it will soon realize the high position to which it is entitled—that of being the most powerful and influential organization in Louisiana.

Respectfully submitted,

NICHOLAS BAUER, *Secretary.*

Treasurer D. B. Showalter submitted the following report, which was referred to the Auditing Committee:

NEW ORLEANS, LA., April 9, 1908.

To the President and Members of Louisiana State Public School Teachers' Association:

Your Treasurer begs to submit the following statement of account, extending from April 5, 1907, the date of your last Auditing Committee's report, to date:

1907.			
April	5	To balance on hand.....	\$ 644.45
"	6	To membership fees of Shreveport meeting	1,202.00
"	6	By expense, 9 enrolling clerks, Shreveport meeting	\$ 36.00
"	6	By expense and "honorarium" of Dr. Thompson	135.00
"	6	By expense and "honorarium" of Dr. Felmly	115.00
"	6	By salary and expenses of secretary's office	188.00
"	6	By bill of Ogilvie-Harper Printing Co....	23.00
"	6	By traveling expenses, etc., Secretary Bauer	61.95
"	6	By bill for badges.....	60.00
"	6	By bill Graham Printing Co.....	47.50
"	6	By telephone expense bill Supt. J. B. Aswell	4.05
"	6	By balance on hand close of Shreveport meeting	1,175.95
Total			\$1,846.45 \$1,846.45

1907.

April 7	To balance on hand to new account.....	\$1,175.95	
July 18	By bill Graham Printing Co. (printing proceedings)		\$ 314.50
July 18	By bill Nicholas Bauer for stamps (mailing proceedings)		75.00
Dec. 23	By bill G. W. Reid, expense Ex. Com. meeting, Baton Rouge		18.30
1908.			
Jan. 13	By bill Dr. E. L. Stephens, expenses Ex. Com. meeting, Baton Rouge.....		33.35
Mch. 19	By bill L. J. Alleman, stenography work..		15.00
April 9	By balance on hand.....		719.80
Total		\$1,175.95	\$1,175.95

Respectfully submitted,

D. B. SHOWALTER, Treasurer.

A report from C. J. Brown, acting Chairman of the Executive Committee, stating that the Executive Committee had met in December in Baton Rouge and arranged the program for the annual meeting was received.

Warren Easton reported for the Legislative Committee, that the Committee had not met, and had no report to make.

President Alleman then appointed the following committees:

Resolutions—Thos. D. Boyd, Mrs. Josephine E. Fournier, Mrs. L. C. McVoy, E. B. Donnell, J. E. Keeny.

Auditing—H. R. McCullough, J. M. Barham, T. H. McCartney.

Election—D. C. Strickler, Mary A. Walsh, Lucy Braselman, J. L. Cook, J. F. Welch.

The next business in order was the selection of a place of meeting for 1909. C. C. Henson, Superintendent of Schools of Rapides, placed Alexandria in nomination, extending the invitation to the Association to meet there, in a few well chosen words. Superintendent Henson read the following invitations:

CITY OF ALEXANDRIA.

ALEXANDRIA, LA., March 27, 1908.

To the Louisiana State Public School Teachers' Association. New Orleans, La.

We, the Mayor and Board of Aldermen of the City of Alexandria, La., respectfully solicit that your Honorable Body hold its next annual convention in our city.

The city of Alexandria, as you know, is in the exact geographical center of the State of Louisiana, and is reached and made more accessible by seven railroads which enter the city from all points of the compass. During the next few months there will be finished a new, commodious six story hotel building which will give your convention ample accommodation. We have several buildings, any one of which is capable of holding a convention, and we hope, by the time your convention comes here, to complete the erection of a City Hall, the auditorium of which will accommodate a convention of any size.

You will find the people of our city hospitable, and they will be glad to entertain you when here.

Hoping that you will hold your convention in Alexandria in 1909, we remain,

Yours very truly,

W. B. SURRY, Mayor.

J. W. Mitchell, M. L. Alexander, R. W. Bringham, Jr., Geo. A. Patterson, Irvin McGinnis, G. Parnell Whittington, J. N. Kramer, E. J. Iles.

ALEXANDRIA PROGRESSIVE LEAGUE.

ALEXANDRIA, La., April 7, 1908.

The Progressive League of Alexandria, La., representing the citizens of Alexandria and voicing their wishes, extends to the Teachers' Association of Louisiana a cordial invitation to hold their next meeting in this city.

We shall be pleased to have the Association consider favorably this invitation and assure the members that, in the event of its acceptance, everything possible will be done by this League and the people of Alexandria to make their meeting a success and their visit to our city pleasant and enjoyable.

Very respectfully,

PAUL LISSO, President.

M. L. ALEXANDER, Secretary.

Upon motion of V. L. Roy the association decided unanimously to meet in Alexandria in 1909.

Nominations of officers for 1909 resulted as follows:

For President—Warren Easton, New Orleans.

For Vice-President—Mrs. S. W. Harris, Monroe; Mrs. Mattie Williams, Shreveport.

For Vice-President—C. J. Brown, Plaquemine.

For Secretary—Nicholas Bauer, New Orleans.

For Treasurer—D. B. Showalter, Donaldsonville.

For Legislative Committee—D. C. Strickler, Vidalia; C. E. Byrd, Shreveport; H. K. Strickland, Baton Rouge; S. A. Alleman, Napoleonville; C. J. Thompson, Opelousas; B. C. Caldwell, Natchitoches; E. L. Stephens, Lafayette.

For Executive Committee—Victor L. Roy, Marksville; C. A. Ives, Minden; H. B. Hines, Coushatta; Agnes Morris, Natchitoches; Marion Brown, New Orleans.

Under the head of unfinished business, Chairman E. L. Stephens of the Committee on Illiteracy reported that the committee awaited the United States Census returns, confident that Louisiana would be removed from the head of the list. He explained the handicap which a small section of the State labored under in having a mingling of two languages.

It was moved and carried that the Committee on Illiteracy be continued.

John R. Conniff, Assistant Superintendent Public Schools of New Orleans, introduced the following resolution:

"WHEREAS, the New Orleans Educational Association will again present to the members of the General Assembly a compulsory school attendance bill for their consideration and action;

"Be it Resolved, that the Public School Teachers of the State of Louisiana in convention assembled heartily endorse the idea of compulsory school attendance and pledge their best efforts to the enactment of such a law at the approaching session of the General Assembly."

It was moved by J. E. Keeny, President Industrial Institute, and seconded, that the resolution be referred to the Committee on Resolutions. This was opposed by V. L. Roy, Superintendent Public Schools, Marksville, who felt that the Association was able to decide the question. J. O. Taylor, Superintendent Public Schools, Bastrop, spoke in opposition to the resolution, stating that compulsory attendance laws were not practical in all sections of the State and that he was unwilling to remain quiet and allow

the impression to prevail that the entire State was uanimously in favor of such a law. J. E. Keeny explained his motion to refer the resolution to the Committee on Resolutions by stating that there was no necessity for a committee if all resolutions were to be acted upon by the Association without reference to the Committee on Resolutions. He stated further that there was no necessity for haste in the matter. The motion to refer the resolution to the Committee on Resolutions was put by the chair and carried.

C. A. Ives, Minden, introduced the following amendment:

"The By-Laws shall be amended so that the following section shall be added and the proper changes in the numbering of the remaining sections shall be made:

"Section 3. A Committee on the Investigation of School Problems, consisting of five members, shall be appointed annually by the President. The State Superintendent shall be an advisory member, and the Secretary of the Association shall be ex-officio secretary of the committee. It shall be the duty of this committee to collect information and conduct investigations dealing with school problems, and it shall publish the result of this work in bulletins which are to be distributed among the members of the Association.'"

According to the provisions of the Constitution, the amendment was laid aside to be voted upon at a subsequent meeting.

John R. Conniff introduced the following resolution, which was referred to the Committee on Resolutions:

"WHEREAS, the preservation of the forests of the country has become a question of national importance, whereas private initiative cannot in itself prevent the wasteful use of the forests of the State;

"*Be it Resolved*, by the Louisiana State Public School Teachers' Association that the movement for the preservation of forests of Louisiana be endorsed and that an effort be made to establish a department of forestry in the Louisiana State University and Agricultural and Mechanical College in which young men may be trained in the principles and methods of forestry and sent out into the State to assist in the work of preservation."

Miss Margaret Scofield, Shreveport, read a resolution relating

to the study and teaching of the effects of alcohol, which was referred to the Committee on Resolutions.

Dr. Martin G. Brumbaugh, Superintendent Public Schools, Philadelphia, Pa., then addressed the members of the Association, after which Dr. Francis G. Blair, State Superintendent of Public Instruction, Springfield, Ill., spoke on Reading and Literature in the Grades.

The meeting then adjourned.

Second Session: Thursday, April 9, 1908, 8 P. M.

The meeting was held in the Athenaeum and was called to order by President L. J. Alleman.

The meeting was opened with a chorus by the Baton Rouge High School.

An address was delivered by Supt. Francis G. Blair, Superintendent of Public Instruction, Springfield, Ill., on "The Common School and Its Work."

This was followed by an address by Dr. Martin G. Brumbaugh, Superintendent Public Schools, Philadelphia, Pa., after which President E. B. Craighead invited the members of the Association to visit Tulane University. Mr. Craighead assured those present that no class of women were more welcome to Tulane than the public school teachers. He extended a cordial invitation to all to come to Tulane. He had hoped, he said, to be able to announce that the money left to Newcomb College by the Newcomb will had been adjudged hers, but the decision had not yet been reached. When it is, New Orleans will have the finest woman's college in the country. He invited all the delegates to visit Newcomb.

A reception tendered the Louisiana State Public School Teachers' Association by the New Orleans Educational Association followed the close of the meeting.

SECOND DAY'S PROCEEDINGS.

Third Session: Friday, April 11, 1908, 9 P. M.

Department meetings of the Rural, Kindergarten, Primary, Grammar, High, Art and Manual Training, Principals and Classical Departments were held. The programs were as follows:

A.—RURAL SCHOOL DEPARTMENT.

Gibson Hall, Tulane University, Opposite Audubon Park, St. Charles Avenue.

President.....R. S. Crichlow, Monterey, La.

Secretary.....Edvige Perez, Jesuit's Bend. La.

1. Some Definite Things that can be done in the Rural School in Industrial Education—A. M. Herget, Baton Rouge, La.
2. Does the Present Course of Study Connect the Rural School with the Life of the Community?—J. E. Keeny, Ruston, La.
3. The Question of Good Roads; How They Relate to the Welfare of the Rural School.—W. G. Evans, Covington, La.
4. The Meaning of Consolidation and Transportation and Its Relation to the Development of the Rural School.—T. W. Perrin, Harrisonburg, La.
5. Indoor Art and Decoration in the Rural School.—Eleanor E. Riggs, New Orleans, La.
6. Election of Officers.

B.—KINDERGARTEN DEPARTMENT.

Auditorium Newman Manual Training School, 1831 Peters Avenue.

PresidentMiss Louis Thilborber, New Orleans, La.

Secretary.....Mabel Winters, Monroe, La.

1. The Relation of the Kindergarten Activities to the Child's Home Life.—Elizabeth Woods, New Orleans, La.
2. Illustrated by
 - Kindergarten Stories.—Anna Mahon, Franklin, La.
 - Kindergarten Songs.—Irma Kursheedt, New Orleans, La.
 - Kindergarten Songs.—Mrs. F. Font, New Orleans, La., accompanied by Yetta Abrams, New Orleans, La.
 - Kindergarten Games.—Aimee Davis, New Orleans, La.
 - Kindergarten Occupations.—Ida Barnett, New Orleans, La.
3. Discussion.
 - Specimens of Occupation Work illustrating the work will be exhibited.
4. Election of Officers.
 - Reception to members of the Department.

C.—PRIMARY DEPARTMENT.

Assembly Hall, Boys' High School, Calliope Street, between St. Charles Avenue and Prytania Street.

President.....Miss May Breazeale, New Iberia, La.

Secretary.....Helen Herron, New Orleans, La.

1. The Story as an "Opening Exercise" in a Rural School of Five Grades.—Isabel Stephens, Natchitoches, La.
2. Nature Study and Agriculture in the Primary Grades.—Zepher Lafargue, Marksville, La.
3. Alternation of Work in the Fourth and Fifth Grades.—Isabel Williamson, Shreveport, La.
4. How to Use Pictures in the Primary Grades.—Lizzie D. Frost, New Iberia, La.
5. Industrial Education; Its Meaning and Purpose.—Rita Johnson, New Orleans, La.
6. Election of Officers.

D.—GRAMMAR SCHOOL DEPARTMENT.

First Methodist Church, St. Charles Avenue, between Clio and Calliope Streets.

President.....L. C. McVoy, Natchitoches, La.

Secretary.....Pearl Fortson, Shreveport, La.

TOPIC—SCIENCE IN THE GRAMMAR GRADES.

1. Geography.—Leda Landry, Donaldsonville, La.
2. Agriculture.—R. E. Bobbitt, Jena, La.
3. Nature Study.—Zilah Christian, New Orleans, La.
4. School Hygiene.—A. J. Dupuy, Jeanerette, La.
5. Election of Officers.

E.—HIGH SCHOOL DEPARTMENT.

Lecture Room, Physical Laboratory, Tulane University, Opposite Audubon Park, St. Charles Avenue.

President.....C. M. Hughes, Bunkie, La.

Secretary.....Annie Johnston.

1. The Place of the High School in Louisiana's Public School System.—S. E. Weber, Baton Rouge, La.
2. The Louisiana High School Curriculum; Of What Shall It Consist?—Geo. W. Reid, Monroe, La.

3. The Preparation of the High School Teacher.

- (a) Academic.—W. W. Tison, Melville, La.
- (b) Professional.—A. B. Coffee, Baton Rouge, La.

F.—ART AND MANUAL TRAINING DEPARTMENT.

Auditorium, Carnegie Library, St. Charles Avenue and Lee Circle.

President.....William Wodward, New Orleans, La.

Secretary.....Mary E. Swift, Natchitoches, La.

- 1. Place of the Arts in the School Course.—Mary E. Swift, Natchitoches, La.
- 2. Design.—Ida Barrow, New Orleans, La.
- 3. Some Art Problems in Elementary Education.—Gertrude Byrne, New Orleans, La.
- 4. Higher Standards in Familiar Art.—Katherine L. Riggs, New Orleans, La. Discussion—Gertrude R. Smith, New Orleans, La.
- 5. Practical Design from the Standpoint of the Manual Training Teacher.—Philip S. Hasty, New Orleans, La. Discussion—Harry C. Bond, Shreveport, La.
- 6. Relation between Manual Training and Art.—James Edwin Addicott, New Orleans, La. Discussion—E. L. Stephens, Lafayette, La.
- 7. Election of Officers.

G.—MUSIC DEPARTMENT.

No session.

H.—PRINCIPALS' DEPARTMENT.

Lecture Room, Chemical Laboratory, Tulane University, Opposite Audubon Park, St. Charles Avenue.

President.....J. F. Welch, Colfax, La.

Secretary.....J. W. Taylor, Baton Rouge, La.

- 1. What Should be the Preparation of the High School Teacher?—C. A. Ives, Minden, La. Discussion—C. O'Farrel, Napoleonville, La.
- 2. Relation of the High School to Industrial Life:
 - (a) Function and Value of the Manual Training Course.—J. E. Addicott, New Orleans, La.

- (b) Function and Value of the Agricultural Course.—C. C. Henson, Alexandria, La.
- (c) Function and Value of the Domestic Science Course.—Julia Dale, Vidalia, La.
- 3. How Can the High School Work in English be Made More Efficient?—Wm. E. Lacey, Jackson, La. Discussion—H. B. Hines, Coushatta, La.
- 4. Address: The Problem of the High School.—S. E. Weber. Baton Rouge, La.
- 5. Election of Officers.

I.—CLASSICAL DEPARTMENT.

Class Room 32, Tulane University, Opposite Audubon Park, St. Charles Avenue.

President.....Walter Miller, New Orleans, La.

- 1. An Investigation as to What Extent and How the Classics are Taught in the Secondary Schools of Louisiana.—R. L. Trawick, New Orleans, La. Discussion led by R. A. Smith, Arcadia, La.
- 2. The Teaching of First Year Latin.—H. R. McCullough, Hammond, La. Discussion led by B. N. Lowrey, St. Francisville, La.
- 3. Latin in Our State High Schools.—C. E. Byrd, Shreveport, La. Discussion led by Clarence A. Ives, Minden, La.

On Friday afternoon, April 11, 1908, at 2 P. M., a river excursion was given by the local committee to the members of the Louisiana State Public School Teachers' Association.

Fourth Session: Friday, April 11, 1908, 8 P. M.

The meeting was held in the Athenaeum and was called to order by President L. J. Alleman.

The following program was rendered :

- .Vocal SoloMr. Robert Lawrence
 - (a) Mother O'Mine (Kipling)—Tours.
 - (b) The Year's at the Spring (Browning)—Beach.
- Address "Three Elements of an Education,"—Supt. Francis G. Blair, State Superintendent of Public Instruction, Springfield, Ill.

Violin Solo, "Caprice Burlesque" M. Hauser, Mr. Paul Berge

Accompanied by Miss M. Maloney.

Address, "Children vs. Grown-Ups"—Dr. George E. Vincent,
University of Chicago, Chicago, Ill.

The meeting then adjourned.

THIRD DAY'S PROCEEDINGS.

Fifth Session: Saturday, April 11, 1908, 9 P. M.

The last session of the seventeenth annual meeting of the Louisiana State Public School Teachers' Association was called to order by President L. J. Alleman in the Athenaeum, Saturday morning, April 11, 1908, at 9 a. m.

The meeting was opened by the song "America," rendered by the pupils of McDonogh Nos. 15, 17 and 18, led by Miss Marie Norra.

An address on "The Larger Selfishness" was delivered by Dr. Geo. E. Vincent, University of Chicago, Chicago, Ill.

A cantata, led by Miss K. Corkery, was sung by the pupils of McDonogh High Schools Nos. 2 and 3.

Under the head of business the following resolution, introduced by Miss G. L. McCay, was read by the Secretary:

"WHEREAS, the International Kindergarten Union, recognizing that the so-called comic department of some Sunday papers is presenting low ideals of child and home life, of conduct and of humor, and is exerting a pernicious influence upon the child mind, asks the co-operation of teachers and parents and all organizations whose aim is home and civic betterment, in a concerted effort to substitute for the present supplement a sheet of higher standard;

"*Be it Resolved*, that the public school teachers of Louisiana in convention assembled do endorse this work of the International Kindergarten Union and pledge their hearty support in this movement to place before the child-mind the highest ideals in art as well as in literature."

Upon motion, the resolution was referred to the Committee on Resolutions.

The amendment providing for the establishment of a Committee on the Investigation of School Problems was read, and upon motion for its adoption by C. A. Ives, seconded by V. L. Roy, was submitted to the Association for discussion.

E. L. Stephens of Lafayette thought the State Department of Education could very well handle the matter, and he did not see the necessity for spending the money of the Association in this way.

Nicholas Bauer thought it was a useful method of utilizing the funds of the Association, for it would bring direct returns to every member of the Association.

C. A. Ives said that he fully approved of all that the Department of Education had done and was doing, but he saw no reason why the teachers should not pursue this line of independent investigation themselves, even if at times it paralleled the lines of work of the State Department.

The amendment was finally adopted.

Superintendent V. L. Roy of Marksville then moved an appropriation of \$100, or as much thereof as may be necessary, for the expenses of the Committee, outside of the cost of printing the bulletins.

E. L. Stephens opposed this motion, because he thought the President and Secretary already had authority to pursue this investigating work, and if they had any money to spend, why not give it to them, or to the Executive Committee, or the Committee on Illiteracy, or the Legislative Committee.

V. L. Roy argued for the motion, showing that the committee had been created by the amendment, and as it had a large work before it, it could accomplish nothing without the money for necessary expenses.

Marion Brown spoke of the appropriations made by the National Education Association for the work of its committees.

J. E. Keeny said he would favor the appropriation if it was made \$200, and if that amount was distributed among the members of the Association in the form of postage stamps so that the members would reply to communications sent them.

E. L. Stephens moved to table the motion. The motion to table was lost. The motion to appropriate \$100 or as much thereof as

was necessary for the expenses of the committee was then put and carried.

A. M. Hendon of St. Francisville then moved that \$100 be appropriated for the Committee on Illiteracy because that committee had its work cut out for it, and could accomplish much towards getting statistics that would disprove the current belief that Louisiana was the most illiterate State in the Union.

E. L. Stephens said that his committee could spend \$10,000 fruitfully on this subject.

J. O. Taylor of Bastrop, a member of the committee, said he opposed the appropriation.

C. A. Ives said that any amount of statistics we secured would not disabuse the minds of the people of the effect of the government statistics.

Mr. Lafargue moved to table the motion, and it was tabled by a vote of 141 to 38.

Secretary Bauer reported that this was the banner meeting of the Association, as 1,363 paid members had been placed on the rolls.

The report of the Committee on Resolutions was then presented, and was read by J. E. Keeny, as follows:

The Public School Teachers of the State of Louisiana assembled in seventeenth annual convention, New Orleans, La., April 9, 10 and 11, 1907, declare these resolutions:

First—The year has brought unusual development in the State's public school system. The revenues have been very largely increased through State and local taxation; the average length of school term has been lengthened; teachers salaries increased; large and up-to-date school buildings have been erected; and the general school spirit has been wholesomely aroused.

Second—This marked progress is due very largely to the ability, zeal and untiring devotion of the State Superintendent of Education, and believing that such services should receive recognition in keeping with their worth to the people and the children of the State, we urgently request that necessary steps be taken to increase the salary of said officer to an amount equal to that paid in other states for similar services.

Third—That the preservation of forests of Louisiana be indorsed, and that an effort should be made to establish a Depart-

ment of Forestry in the Louisiana State University and Agricultural and Mechanical College in which young men may be trained in the principles and methods of forestry and sent out into the State to assist in the work of preservation.

Fourth—That it is the sense of this Association that the next General Assembly be requested to enact legislation making effective the following:

(a) Two mills of the State tax to be appropriated for the support of the Public Schools.

(b) Authorizing compulsory school attendance in cities and parishes where the majority of the electors so determine.

(c) Laws requiring and defining the professional and scholastic qualifications of Parish Superintendents.

(d) A change in plan of electing School Boards so that each Parish School Board shall consist of nine members. The first election under this law to be held at the Congressional elections in November, 1908. When elected, each Board shall, by lot, be divided into three groups of three each. The term of the first three members to expire in November, 1910; that of the second group in November, 1912, and that of the third in November, 1914. The successors of members as their terms expire to be elected regularly at the Congressional elections in November of each year.

Fifth—That very member of this Association is under special obligation for the wise, inspiring and practical helpfulness of the addresses of Hon. W. J. Burke and Drs. Blair, Brumbaugh and Vincent.

Sixth—That sincere thanks are due and are hereby extended to the press, railroads, New Orleans Educational Association, New Orleans School Board and Tulane University, for courtesies extended.

Seventh—That our special thanks are due and are hereby extended to the teachers of New Orleans, and the State, and to all others who have contributed to having made this the most successful educational convention ever held in the State of Louisiana.

Respectfully submitted,

T. D. BOYD,

MRS. L. C. McVOY,

J. E. KEENY.

E. L. Stephens wanted to amend the resolutions so as to make clear just what the Association desired in the way of a school tax. He said they did not want to increase the State tax two mills as had been erroneously stated in one of the morning papers of New Orleans, but simply desired to have the apportionment for schools of the five mills tax raised to two mills. They now received one mill and thirteen-twentieths, and desired to have seven-twentieths added to this.

This amendment was withdrawn, and the resolutions were adopted as read.

Chairman H. R. McCullough of Hammond then submitted the report of the Auditing Committee, as follows:

NEW ORLEANS, LA., April 11, 1908.

To the Officers and Members of the Louisiana State Public School Teachers' Association:

Your Committee has examined the books of the Treasurer, together with vouchers, and find them correct.

We have also examined the stubs of membership receipts and find that the enrollment to date is 1,863.

Balance in Treasury April 9, 1908.....	\$719.80
Due from Secretary, membership fees.....	1,863.00

Total	\$2,582.80
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H. R. McCULLOUGH, Chairman.

J. M. BARHAM,

T. H. McCARTNEY.

The report was received.

Chairman D. C. Strickler of the Election Committee then announced that the following officers had been elected to serve for the year 1908-1909:

President—Warren Easton of New Orleans.

Vice-President—Mrs. Mattie H. Williams of Shreveport.

Vice-President—Cyrus J. Brown of Iberville.

Secretary—Nicholas Bauer of New Orleans.

Treasurer—D. B. Showalter of Donaldsonville.

Legislative Committee—C. E. Byrd of Shreveport, S. A. Alleman of Napoleonville, C. J. Thompson of Opelousas, B. C. Caldwell of Natchitoches, and E. L. Stephens of Lafayette.

Executive Committee—Agnes Morris of Natchitoches and Marion Brown of New Orleans.

C. E. Byrd escorted the new President, Warren Easton, to the chair.

Mr. Easton assumed the gavel and made a short address expressive of his appreciation of the high honor conferred on him. He felt that it was an honor to the city of New Orleans and to the local teachers, and to the New Orleans School Board. He said that the Association was like a large class and he was in the position of teacher, and his hope would be to have that class grow to 2,000 or more. He desired all the members to impress upon members of the Legislature the great importance of the educational interests of the State, and that the legislators should leave those interests in the hands of the educators of the State.

President Easton announced that Treasurer Showalter had offered to furnish bond in the sum of \$2,000.00. It was decided that the Association should pay the premium on the bond.

There was a call for State Supt. Aswell, and he made a short talk. He said that the teachers should feel very much encouraged at the progress which had been made in an educational way, but he was more and more impressed with the thought that they had barely begun. The appropriations for schools amounted now to \$3,400,000, and there had been an increase of 65,000 children in the enrollment in four years, but there were still 98,000 educable children who were not on the rolls, and they needed at least \$7,000,000 a year to provide an adequate school system for this State. He urged all to confine their effort and thought and devotion to one thing—the advancement of the school interests, and not to dissipate their energies in all directions without producing results. He explained the resolution in regard to the two mill apportionment for schools, and said they wanted that set apart as a sacred fund which no politician, no legislator dare molest. They could not support schools on contributions or on the hospitality of the people. The system had to have its own financial foundation, and this should be kept sacred. He told of the increase in men's salaries from \$42.50 to an average of \$74.40 and of the women teachers from \$32.25 to \$49, and stated that the salaries were not yet on a living basis.

Upon motion of E. L. Stephens, the seventeenth annual meeting then adjourned *sine die*.

L. J. ALLEMAN, President.

NICHOLAS BAUER, Secretary.

ADDRESS OF WELCOME.

ANDREW H. WILSON, President of School Board, New Orleans, La

Mr. President, Ladies and Gentlemen, Friends and Colleagues: This great and influential body, composed of the most energetic and patriotic men and women in our beloved State, banded together in the most worthy cause of propagating public education, does a distinguished honor to this famous Southern city by holding here its most successful convention. For we know that your Association is engaged, most valiantly, heart and soul, in that cause which is closest and nearest to the people's wishes, the object of their fondest hopes. Embracing practically all of the workers in city and country in our public schools, with a reputation already earned for serious devotion to duty and for successful accomplishment, you come as a victorious army with banners flying and colors waving, with solid ranks and resounding huzzahs, which proclaim the onward march of a conquering host. And may I not right here, in opening my few remarks of welcome and congratulation, express the feeling of gratulation and satisfaction that we all entertain, that the "city teacher" is with you to-day in numbers equal to those of her country sister, and that we have here to-day possibly the most representative assembly ever gathered together in the name of your Association. Need I say, then, that the people of this splendid city readily capitulate, and with open arms and words of cheer and warmest greeting, extend to you their heartiest welcome, and bid you Godspeed in your work.

My friends, I wish it were my duty and pleasure to tell the story of educational work, of the renaissance of the common school system, in Louisiana, during the last decade, a period which has meant more in the redemption and up-growth of Louisiana than any decade in its past history. The story would be fabulous, remarkable, yea, stupendous, almost beyond our credulity. It would but faintly tell of what you and your leaders have done for the people, particularly for the youth of Louisiana.

I would speak first of rural Louisiana, whose people came out of poverty and despondency by their own industry, and with that determination which has always characterized them, rose from

the trials of reconstruction to the pleasing joys of self-government; whose political reformation is the result of their own efforts for better government; and whose satisfying social and domestic as well as economic conditions are due to their high intellectual standard and to their ambition for and attainments to civic virtue, and all the good things that make for complete citizenship. Their labors and sacrifices for the benefits of public education are only commensurate with the worthy character of these good people. The movement has been slow but sure, "as the movement of the suns," and that magnificent success has come to them and to you does not seem strange to those who know them and who know you, the workers. Nowhere, in all our land, is there better reason for congratulation, though we must be satisfied only with constant improvement, broadening of the work, and in the accomplishment of "more, more, more" for the youth of this magnificent State.

To-day in every parish there is a complete school-system, with handsome modern houses that are a credit to every parish; well-managed schools in competent hands under able professional direction; a strong demand for the trained teacher; ample funds for a long school term with fair pay to teachers; satisfaction of patrons and school authorities; and you have not only contrived to bring the schoolhouse to the child but you are also most energetically and sensibly transporting the child to the schoolhouse.

And there are probably being spent in school work and construction outside of New Orleans approximately \$2,000,000 a year. I say nothing of the practical training schools, institutes, summer schools, etc., that have contributed so much to this success. You have arrived at a remarkable stage of prosperity; I wonder if the work will continue to grow as it has. There is no doubt of it in my mind. You are just building milestones along the pathway of the intellectual empire which leads the way to the greatness and strength and mighty future of our beloved State.

Believe me that I do not seek to flatter when I proclaim that these gratifying conditions are largely due to your efforts and your devotion to the State and the cause you stand for. I don't know when the school teacher will get his reward, if that will ever be possible. The final reward ought to be most gracious and probably will be most heavenly. You are entitled to all of the tributes of the people, to the real, hearty acknowledgment of the best work.

the noblest professional work, named in the decalogue of high and holy performance. Louisiana will never be able to render proper recognition to your profession, which, likened to the work of the great Master of men, teachers what is good and best and most profitable to mankind. Is not this sometimes a consolation to you, that your mission, like His, is to lead little children, and bring up in the pathways of intelligence, morality, usefulness and high citizenship the youth of the State, thus performing for the State the highest duty? In this hasty tribute to you, I would be derelict in my public duty did I not name a few among your band of workers of those who lead, just a few of many—without invidious distinction: Alleman, Caldwell, Nicholson, Col. Tom Boyd, Stephens, Byrd, McNeese, Keeny, Mrs. Mattie H. Williams, Miss Agnes Morris, Mrs. L. C. McVoy, Miss Amanda Howell and Miss Lulu Soape, whose services are inlaid in the granite foundations of this magnificent structure.

And there is one among you, whom our colleagues from rural Louisiana claim as their very own, which claim we of New Orleans dispute, because he is and has been largely of us also. His name needs no mention at my insignificant hands. He have been happy to know him as our friend also, our peerless leader and adviser and helper, as a part of *our* school system. To this modest, God-fearing citizen of Louisiana, more is due perhaps than to anyone else for the splendid results of the last four years, more is due to his indefatigable energy and wonderful conception, to his powerful missionary zeal, and to the beautiful spirit that seems always to animate him, and to the ceaseless purpose that leads to the accomplishment of what Louisiana is proud of to-day, her entire public school system. Therefore, I am pleased to render this tribute to Hon. James B. Aswell, the bright particular star in the educational evolution and development of Louisiana.

The growth of the school system in New Orleans has also been most satisfactory, though the constant demand because of the marvellous development and growth of the Crescent City makes it almost impossible to meet this demand fully. We who have been at the wheel during the last twenty years realize the rapid growth and spread of the system, and the new and pressing needs that come annually to us. One startling and interesting fact is that thirty-six handsome school buildings have been con-

structed during that period at a cost approximating \$1,000,000. In the last eighteen months 125 departments have been added to our system including the construction of ten schoolhouses. There are eighty-three schoolhouses in operation to-day in New Orleans. Twenty years ago there were 16,000 children in our schools, to-day there are nearly 35,000. Then we had about 400 teachers, to-day we have 950. Twenty years ago the annual income barely reached \$225,000; last year it exceeded \$1,000,000. These schools are run on a civil service basis, bringing better service and larger contentment to teachers; only trained teachers can be admitted to the corps, and I can truly say that nowhere is there a better qualified or higher standing corps of teachers. I ought to add that the satisfaction of the corps of teachers and School Board is mutual and reciprocal. Our schools have grown to a high place in public estimation, and they are most creditably doing their noble task for the children of this great city. They are the subject of compliments and congratulation, and this is, of course, a pleasure to all interested in the work. Credit for these satisfying conditions is due to a healthy public sentiment, coupled with a substantial interest, and also to the lawmakers of the State, who have placed these schools in an independent position, securing to them constitutional financial support. Great credit is also due to the corps of teachers whose duty is always well done, and whose professional work is a matter of pride with them.

During all these years there was one man, deep in this work, whose services were invaluable, who was one of the builders, whose name will shine in perpetual memory, in whose honor a beautiful building has been erected as a reminder to posterity of his deeds in this work, Ernest B. Kruttschnitt. And I take pleasure in this connection in presenting to you the name of another loyal colleague, whose work and services with us during the last twenty years mark him as a successful and conservative educator, whose heart is truly in his work, and to whom we owe much for the successful administration and development of the city schools, who deserves from the teachers of the State and from the patrons of the schools honor and recognition for life-long services, your friend and co-worker, Hon. Warren Easton.

In closing these few remarks, I desire to congratulate your Association on its rapid growth and substantial upbuilding. Seven

years ago you numbered but 153; this year you will probably number 2,000. May your numbers grow and your influence increase; may your deliberations be marked by conservative and good judgment, single in devotion to the interest of the people; may this great cause grow in popular appreciation, and may it bring increasing happiness and prosperity! In the name of the School Board of this city, in the name of our teachers and pupils, in the name of our citizens who are all interested in your work, I welcome you to New Orleans, and hope that your stay will be pleasant and agreeable.

RESPONSE TO ADDRESS OF WELCOME AND PRESIDENT'S ANNUAL ADDRESS.

L. J. ALLEMAN, Baton Rouge, La.

It is with pleasure that I reply, on behalf of the Louisiana Public School Teachers' Association, to the words of hearty welcome from the honorable gentleman who has spoken for the School Board and the people of this great city. We are glad to meet here not only because this is the metropolis of the State and of the South, but because it is the home of the largest school unit in the State and also the home of great institutions of learning. We are glad to meet here because the people and the press on many occasions, particularly within the recent past, have shown their lively interest in, and their sympathy for, the cause of universal education. We feel that we are welcome and we thank the people of New Orleans for the freedom and hospitality of the city.

It is now ten years since the Association met here, and it may not be out of place to make a brief summary of the work done during this period of time. The address of welcome ten years ago was delivered by the then President of the School Board, the Honorable E. B. Kruttschnitt, who had served as a member of the Constitutional Convention of 1898. Among other things, he said he was sorry the convention had not accomplished more for the schools, but that a great step forward had been taken. It was the duty of every teacher, he said, to arouse public sentiment in every remote district. If this were done, every district would have the school it deserved. This was a mild rebuke to the school men who believed and said that more money should have come from the State. Mr. Kruttschnitt referred to the possibilities in that important article of the constitution empowering school districts to vote special school taxes without limit as to time or rate. We have reached the time when it can be truthfully said in Louisiana, that every district has the school it deserves.

Those of us who were present ten years ago remember the handful of teachers then composing the membership of the association. Now the enrollment has reached 1,500, thirty-four per cent of the teach-

ers eligible to membership. The progress made by the Association has been paralleled by the progress made by the common schools in the same length of time.

I have referred to the effect of special school tax clause on the growth of public schools, but there had been a force at work ten years before the adoption of the special tax article in the constitution, which made its adoption possible. This force was the teachers' institutes organized in 1888 by Col. Thomas D. Boyd, at that time President of the State Normal School. These institutes infused new life into the schools by giving inspiration to the teachers; and at the same time through the public meetings held, they crystallized public sentiment in favor of more and better schools.

From the first report of institutes held in Louisiana, I quote the following figures: Number of teachers who attended institutes in 1888, 140; number of teachers who attended institutes in 1889, 150. These were held at five or six points and the report states that four to six hundred persons attended each public meeting held. This was gratifying when it is considered that Delhi one of the places, had a population of 300 and Opelousas, one of the largest places, 3,000. Thus we see that the institute reached every home in the community. By way of further retrospection, I quote this interesting part of the same report:

"Institutes in June (1890) will be held in eight different parishes by two persons from our faculty assisted by Professor Brumbaugh, of Pennsylvania, who did such excellent work for us last summer, and by Professor Caldwell, of Missouri, an institute lecturer of no less renown."

These two men, together with Col. Boyd and scores of others, laid the foundation broad and deep for the present public school system, which is now rapidly attaining a high standard of efficiency. Probably no single factor has been more instrumental in increasing the efficiency of the schools than these institutes.

Progress in the beginning was naturally slow; it was more manifest during the past ten years; and nothing short of wonderful during the past four years. Louisiana is now without doubt, one of the most aggressive school communities of the South, if not of the entire country.

Here are some of the facts: In 1897 the total expenditure for

schools was, in round numbers, \$1,000,000; in 1904 it was \$1,700,000; in 1907 it was \$3,500,000—a growth of seventy per cent in seven years, 250 per cent in ten years. The average salaries of teachers have increased in ten years from \$39.00 to \$61.00. There has been a rapid growth in high and grammar schools—cities, towns, and villages, almost without exception, are equipped with modern schoolhouses, but the growth has not been confined to centers of population. Much has been accomplished in rural communities. Taxes have been voted for the support of schools, schoolhouses have been built, schools have been consolidated, and children transported at public expense. In 1903 there was but one wagonette in service in the State. In this connection, it pains me to state to this Association that Mr. Alcide Judice, one of the two men who deserved the credit of introducing transportation in Louisiana, was laid to rest yesterday. In him Louisiana has lost one of its most energetic and devoted workers in the cause of education. In 1905 there was still but one case of transportation; in 1906 there were thirty-seven, and in 1907 thirty-eight parishes were using 103 wagonettes to transfer children to school. There are already several consolidated schools which will eventually develop into rural high schools.

Although this is a record any State could justly be proud of, it is nevertheless true that the great school problem in Louisiana is the problem of the rural school. Not only because so much yet remains to be done, but because four-fifths of the children who attend school in this State are in rural schools.

We have been hearing for many years that the country boy is entitled to the same educational advantages enjoyed by the city boy. We have all agreed with this statement. Our problem now is to show our faith by our works and devise the means of furnishing this opportunity.

The four great needs of the rural school are:

1. Trained teachers. The teacher of the rural school should not only be trained, but she should be trained to teach in a rural school. She should know, appreciate, and sympathize with country life, in order to make intelligent and effective use of the inexhaustible supply of educative material around her.

2. The rural school needs as wide and as rich a course of study as possible. As at present organized it is almost next to impossible

to teach more than the three R's, and the course has consequently little or no relation to the life of the community. Industrial education including agriculture, work in wood and iron, manual training, and domestic science should form part of the course of study in every rural community.

3. The rural school needs better equipment. Every modern farm has modern, labor-saving machinery. There is labor-saving machinery for the schoolroom also and farmers must learn that one is quite as good an investment as the other, even from the dollar-and-cent point of view. Every rural school should be housed in a respectable, well-lighted, well furnished and tastefully, not elaborately, decorated.

4. The most pressing need of the rural school is more supervision, more of the Superintendent's time devoted to the details of class room work. There has been such a gratifying improvement in the quality of supervision required by our laws in recent years that we can confidently expect the next General Assembly in May to set the standard sufficiently high and to settle this important question once for all.

At present the average superintendent cannot visit his schools twice during the year. It is well enough for persons not familiar with the work of the field to declare that the superintendent should visit his schools once a month. He is a man of multifarious duties; he is school board treasurer, secretary, advisor, and supervising architect. He must attend to his own correspondence, which, in most parishes is considerable; he is required to visit schools; record and compile statistics in endless array; he organizes, manages, and is frequently the sole orator in a special school tax campaign; he conducts institutes, audits the accounts of the tax collector, makes his reports to the board and to the State Superintendent; he appears before town councils and police juries to plead with them to be as liberal as possible with the school children, and to convince them that the school item is the most important in the budget.

I agree with the statement of the recent conference for education in the South, which declared that the parish superintendent is the strategic point in our educational system, because he actually determined the quality of school system the parishes is to have.

But I hope for the day when all school boards will give office help to active and deserving superintendents, to enable them to do the actual work of a superintendent, rather than that of a clerk. Each parish should have a real superintendent, and then the board should enable him to do the real work of an superintendent. Action of this kind on the part of school boards would wonderfully improve the condition of the rural schools.

It might be well here to consider what constitutes an ideal rural school. The answer is the best obtainable under most favorable condition. This would mean a tract of two acres of land for a campus, five additional acres for a farm; a two-story brick building of eight rooms and an assembly hall, all furnished with the latest improved furniture and equipment. There should be a library with some books and magazines relating to country life, accessible to the whole community, through a system of rural free delivery. In this school there should be a kindergarten and all the intermediate grades up to and including the high school. In the high school special emphasis should be given to science, and the courses so arranged that these would closely relate, and to be an introduction to, the different branches in scientific agriculture. There should be a manual training and domestic science department. In all of the grades up to the high school there should be manual training and school garden work.

Fortunately there is a remedy for conditions in the rural schools, and more fortunate still this remedy is being assiduously applied in some of the parishes. Thirty-eight of the fifty-nine parishes have already introduced consolidation and transportation on a small scale. It is not necessary to enter here upon an argument in favor of consolidation and transportation. Suffice it to say, it is a concentration of school energy and capital, and its application is destined to revolutionize school conditions in rural communities.

Ohio and Indiana have taken the lead in this progressive movement. Not long ago, the farmers of Indiana erected in the midst of a cornfield a central brick school building costing \$17,000. What an opportunity for the children of that farm community!

Louisiana is ready for a campaign of consolidation and transportation, but the task will be a stupendous one; and he who enters into the work must have patience, enthusiasm, courage, tireless energy, and a genius for hard work.

CHILDREN VERSUS GROWN-UPS.

(Abstract of an Address by DR. G. E. VINCENT, Chicago, Ill.)

Social Philosophy is restating problems of life which for more than a century and a half have been formulated in terms of an abstract individualism. The new view regards social groups as unities in which persons live, and from which they get their meaning. To "place" a stranger is to relate him to various groups, and then to read into him what one knows of these groups. The group not only moulds and cozzens, but consciously coerces the person into conformity. Moreover, the ideals and standards of a group change with a changing environment. In time of war military heroes eclipse the captains of industry who in days of peaceful prosperity are exalted for emulation.

Children's lives are largely spent in juvenile groups, nursery groups, play groups, "gangs," schools, classes. By these associations children are formed and modified in important ways. The child, like the savage, is conventional, and suffers keenly from ridicule. He is coerced by his group standards. The "tattle-tale" is to the child group what the "scab" is to the labor union. The child's group changes its values in adjustment to the condition it confronts. Under a tyrannical and exacting teacher, sullenness and rebellion will be social virtues, natural means of protection against a common enemy. To a sympathetic and friendly instructor a class will respond by exalting co-operation and courtesy.

Children recognize the existence of adult groups—the Olympians, as Kenneth Graehme calls them—with their own peculiar, and too often unalluring, view of life. A child is "goody-goody" when he conforms, not to the ideals of his comrades, but to these grown-up standards. One aim of modern education is to substitute for the direct—and largely futile—imposition upon children of these mature ideas, the indirect and sympathetic control of child-life by fostering the growth of the worthy ideals which germinate in these juvenile groups.

It behooves all who deal with children to study carefully their social organization; to look at the world through their eyes; to live with them, not to "lord it over them;" and ever to remember that we adults with all our wisdom are but "children of a larger growth."

THE LARGER SELFISHNESS.

(Abstract of an Address by G. E. VINCENT, Chicago, Ill.)

Men make phrases and then glibly repeat them. Society is held together by its shibboleths, maxims and aphorisms. Lawyers, ministers, doctors, scientists all have their technical terms. These words and phrases are often used long after they have ceased to have meaning and too often by people who do not have clear ideas about their significance.

There is much juggling with words. It is well now and then to examine well-worn terms. Selfishness and unselfishness are constantly repeated, but never clearly, definitely distinguished. Locke declared that selfishness was the sole motive of human character. It is possible to explain all human character on this theory, but only by using the word "self" in several different senses.

This leads us to an examination of the "self," which turns out to be a series of concentric circles about the inner nucleus or physical self. In these successive circles are to be found clothes and houses, and other forms of material things; then come family, friends, many social groups, the community, the nation and, to a few rare souls, "a sense of oneness with mankind." There is, then, the physical self, the material self, the family self, the church self, the party self, the town self, the national self, the world self. All conduct is selfish, but it involves many kinds of "self." Education seeks always to expand the self, it makes for what we may call the "Larger Selfishness."

The times demand men and women with wide sympathies, large vision, noble enthusiasms—in short, of broad and expansive personalities. On an occasion like this we celebrate the first stages in a growth which should end only with life.

REPORT OF KINDERGARTEN DEPARTMENT.

The annual session of the Kindergarten Department of the Louisiana State Public School Teachers' Association was called to order Friday, April 10, at 10 a. m., at the Newman Manual Training Auditorium.

Miss Louisa F. Thilborger, of New Orleans, president, presided and extended the following welcome:

MEMBERS, CO-WORKERS AND MOTHERS:

It is my pleasant duty to again meet you and to extend to you a most cordial welcome.

In presiding at this meeting of State kindergartners it gives me pleasure to welcome so many mothers, and to express my gratification at their attendance. They have shown their appreciation of our work by lending their presence.

The kindergarten is so well established in the confidence of the public that there is scarcely any need for a defense of its cause. It is an excellent bridge for leading a child over from home life into school life; I might say, a mediation between home and school.

A true kindergarten should not only partake of the nature of the home, but must enter into vital relations with the homes of the children. This can be accomplished through an acquaintance with parents by visits to the home and mothers' meetings.

Then, too, the kindergarten should grow into close relations with the primary work. However, our program of to-day does not treat of the relation to school life, but to the home.

Miss Thilborger then introduced Miss E. Woods, kindergartner at Kingsley House Settlement, of New Orleans.

Miss Woods gave a most interesting talk on "The Relation of the Kindergarten Activities to the Child's Home Life." She outlined a program beginning with the organizing period through the summer plan, and demonstrated these activities in their relation to the home.

The second number on the program was in charge of Miss A. Mahon, Franklin, La. Miss Mahon sent regrets, as she had been ill, and unable to stand the trip.

Miss Thilborger then called on Miss Ella Elder, of Buffalo, N. Y., to address the meeting. Miss Elder said she would be

pleased to talk to such a gathering of mothers on a subject of such vital interest to all present, "The Comic Supplement."

Miss Elder cited our efforts to buy good books and pictures for the child, and then on Sunday to give him such poor substitutes as the would-be funny pages which some papers offer.

She recommended that kindergartners bring it to the serious consideration of mothers' meetings and parents' associations.

"Of course I have no acquaintance with the funny papers here in New Orleans, but I can say that our New York funny sheets are vile."

She called attention to the need of aggressive agitation in opposition to the baneful influence, intellectually, esthetically and ethically.

"This," she said in conclusion, "is work more for mothers than for fathers."

Miss Irma Kursheedt, of New Orleans, then read an interesting paper on songs.

At the conclusion of her paper Mrs. F. Font, of New Orleans, accompanied by Miss Yetta Abrams, of New Orleans, sang three kindergarten songs, "Father's and Mother's Care," from Hill; "This is the Mother Good and Dear," from Hubbard and Tomlin's "Rock-a-Bye." Mrs. Font's interpretation was so beautiful that it elicited hearty applause.

The next number was "Kindergarten Games," by Miss Aimee Davis, of New Orleans. She called attention to the fact that aside from the physical standpoint, all games in the kindergarten had some underlying thought, some educative value. That the kindergarten should grow gradually out of the home and that plays should naturally emphasize the things most familiar to the child.

Miss Ida Barnett, of New Orleans, concluded the program with "Kindergarten Occupations." She emphasized the fact that the kindergarten occupations offer the widest scope for originality and interest, and through this handwork the child reveals himself and realizes the sense of his power.

Kindergarten occupations relating to the program were on exhibition. These consisted of modeling, cutting, tearing, painting, drawing, coarse weaving and a completely furnished doll house, which emphasized the constructive work. The doll house was the property of Newman Manual Training Kindergarten.

Miss Barnett in calling attention to the exhibit spoke also of the exhibit at Newcomb Hall—the International Kindergarten Exhibit.

The election of officers followed, with the following result: Mrs. Penelope Guardia, New Orleans, President; Miss Louisa F. Thilborger, New Orleans, Vice-President; Miss Hattie Schuster, Shreveport, Secretary.

The meeting then adjourned.

A fitting climax to the morning's program was the reception in the beautiful, home-like kindergarten room. With Miss Aline Ferry as able adjutant, the members of the Kindergarten Mothers' Clubs had prepared to receive the kindergartners. This resulted in a pleasant social hour and seemed to more strongly cement the existing friendship between parent and teacher.

L. F. THILBORGER,
President.

THE RELATION OF KINDERGARTEN ACTIVITIES TO THE CHILD'S HOME LIFE.

ELIZABETH H. WOODS, New Orleans, La.

Dr. Dewey believes that "School life should grow gradually out of the home life; that it should take up and continue the activities with which the child is already familiar in the home." If our object is to educate the child by means of his own instincts and impulses, using these to lead him from each stage of development to a higher one, we must undoubtedly act upon this belief, too—in the kindergarten. The child's interests at this period are entirely confined to the home in which he finds himself, and of which he feels himself the center and yet, as a social being with a part to play some day in a larger world, it is essential that his education should begin at an early age, in a society of his equals. The kindergarten then should represent as nearly as possible an organized or generalized home, with as little formality as is possible with an enlarged group. Confining the subject-matter, then, to the vital interests of the child, we find the home life furnishes enough variety, embracing civic and industrial activities, and is full of suggestions for moral and ethical training. In a social way, the child develops through plays which at his period are largely dramatic, rehearsing the activities of the life around him in the home and in the industrial world which touches his home, the baker, shoemaker. These plays organized and directed in the right channel, form an important part of his physical development. At this period the constructive instinct arises, and owing to modern industrial conditions the duty of fostering this instinct devolves largely upon the school. So many industries, which supply the essentials of life, have gone out of the home into the factory that children no longer have an opportunity to assist in the production of these articles, nor even to observe the processes by which they are made. This fact assumes a serious aspect when we consider the close analogy between the development of the race and that of the individual. Primitive man exploited his environment, adapted what he found to his needs and so developed the industries, out of which grew the arts and sciences and to all of which our present civilization owes its existence. If the child is to come into the heritage of this civilization in a legitimate manner, he

must have some experiences which correspond to those of the race. The child's natural instinct of investigation can be utilized in this connection, and to the simple materials with which nature surrounds him, such as sand, clay, pebbles, can be added the waste materials of developed industries, empty spools, boxes, etc., all of which are full of possibilities as playthings, and are capable of being developed as such, by the child himself. The use of building blocks, coarse materials for simple weaving and paper for folding and cutting all help in the development of this constructive instinct and of muscular activity also. And so the beginnings of art, literature and music are nourished along these same primitive lines, with the subjects in each department limited to the child's natural interests in human relations, in the animal activities which are so closely related to his own, and to the activities of nature, which the changing seasons bring especially to his notice. How largely his interests are regulated by these changes of season can best be illustrated by referring to this outline of a year's plan of work in kindergarten, which we have here before us. (Explanation of plan.)

SONGS.

IRMA KURSHEEDT, New Orleans, La.

"By giving thought some outward shape we try,
To lead a child from matter dull and dry,
To matter's deeper meaning by and by."

The child knows of little else besides home, when he enters the kindergarten, and the tie which links mother and child is of such pure and immaculate strength that we should make him feel that home and school are akin. Songs we all know, hold a most important place in the kindergarten and those relating to the home activities seem to please the children and fill them with delight.

Carlyle says: "The meaning of song goes deep. Who is there that in logical words can express the effect music has upon us." In all our plan work there are times when we can illustrate through song the home activities and these songs should implant in the child good strong principles of thought and feeling. "What unity is to the mind love is to the heart." Through affection the child realizes harmony, goodness, the oneness of life; beauty and kindness are not to be separated and those he loves are always in his mind beautiful.

Froebel says: "The fostering of the Trinity, the mother love, mother song, and mother play was the object of his 'Mutter and Kose Leider,' not," he says, "for the present delight alone but that these may be the means by which the little child is led to clear thinking, right feeling and noble doing; nothing should be left to chance, but every environment should have in it a germ of something into which the present should lead."

Through song we can reach the hearts of the little ones and prepare them for a more harmonious life. Wherever it is possible to bring in gestures we should for in these pantomime songs the child uses self-activity and reproduces for himself the activities and occupations of those about him. The little song, "Loving Parents," with which I am sure every one is familiar is so full of beautiful sentiment, it shows the unity of the home life; how the mother and father work in harmony to make the home and how

through their good influence the child will do the same for them when he grows up.

Another song which I might mention is, "This Is the Mother." In this little finger song we see how the family relation is brought out, how each finger represents some member of that family and in the unity of its varied members the length of the middle finger is sufficient to make out as a representative of the brother stout and tall while the little finger to the baby's mind appropriately symbolizes himself.

GAMES.**AIMEE DAVIS, New Orleans, La.**

Mothers, Friends, Kindergartners: It is indeed a great privilege to speak to the mothers, they who have the most sacred trust of all; bringing little children into the world, caring for them from babyhood to manhood. Play starts first in the home—every mother plays with her babe. Froebel, through his observation of the German mothers playing with their babies, was inspired to write his "Mother Play." A few days ago we had the pleasure of hearing Miss Poulsson read her songs and plays for "Fathers." That play is a potent factor in stimulating a healthful physical and intellectual growth has come to be an educational truth. The play period is the imaginative period. Healthy play develops healthy imagination. Play is the highest phase of child development. Froebel said: "Play is the child's real work." It is often said that the children only play in kindergarten. We do play, but is it not the child's lawful heritage? Each game that is played has some underlying thought, and educative value. If the child only received physical exercise from the games, think how much that would be for some children! Free play, dramatization, traditional, adapted, and sense games all have place on our program. All children have to dramatize the every day life about them. It is something of vital interest. Something they are personally interested in, for is it not mother's work? Dr. Dewey says: "School life should grow gradually out of the home life. That is, it should take up and continue the activities with which the child is already familiar in the home." In illustrating the home activities we get better results playing in groups with toys. The children lose self completely. They cook, wash, sweep, buy and sell to each other because it is the natural play of little children. Dr. Gulick says: "It is the period when spontaneous interest of the child centers upon the acquirement of those fundamental activities, which must become reflex before the mind can be free for higher achievement, but without which everyday life would be impossible." It is to be noted that these activities are individualistic. They are not games. The little child does not play games. Sense games are helpful in kindergarten, in developing the child. Also the dramatization of song and story. All that seems play has definite purpose. Thus by playing the child's mental, moral and physical activities are strengthened.

OCCUPATIONS.

IDA BARNETT, New Orleans, La.

In all the different phases of kindergarten life, we first idealize and reproduce in the occupations, as well as in the other periods, the home and its activities, because in entering the play world the nearest point of contact the child brings with him is what he has seen and known in the home.

It is an established truth that "the best school is the one most like the home and the best home is the one in which the parents are educators." Froebel himself made the home the center of his educational system. He said of his own school in Kielhau: "Our institution shall not crowd out the home spirit."

The family life and its necessities determine the grouping of objects and activities which the child can be led to reproduce in his occupations as well as his play. When we introduce the home activities on the morning circle, and work out these activities in our play, the materials which are afterwards used in the occupations are transformed into the things or objects necessary to the home keeping.

In almost every plan of the work through the year, the activities relate to the child's home life; in the organizing plan there is that spirit of order which exists in the daily life of home and kindergarten which he is led to recognize.

The thanksgiving plan leads him from the making of clothes and the cooking of foods in the home to the sources of food and clothing.

We begin the Christmas plan with the love of parents, shown through gifts to their children, and we so stimulate the child that he will desire to show his love by making and giving gifts to others.

The midwinter plan emphasizes the thought of those who provide him with warm clothes and other comforts to the necessity and relation of the many who provide comforts for the family and community.

The spring plan, emphasizing the changing from a higher to a more beautiful life leads him from his own home to homes and habits of animals, birds and insects.

In the summer plan, as in the midwinter plan, we again lead him to appreciate the work of those who provide him with comforts and pleasures that are so necessary to his welfare. We lead him to recognize all of these essential facts through the kindergarten activities and the kindergarten materials, and those outside are so varied that reproduction of experience can be given free scope.

Modeling, drawing, tearing, painting, cutting and constructive work, especially, are well suited to express the child's interest and surroundings.

The making of rough imitations of things about him of any material that is at hand should be encouraged—toys, boats, trains, furniture, wagons. These are the natural playthings of children.

Through the making of these articles, and those in the different plans of work, the child finds himself, and may be led to express himself freely and fully. Our experience proves that the occupations as well as the gifts and games lend well to the child's interest, images and ideas that are suggested by the subject-matter—in fact, I may add, that the occupations offer the widest field for interest and originality. The child reveals himself through his handiwork.

If a kindergartener wishes to know whether a child has grasped the essential parts of an object, whatever it may be, the clay or the pencil will answer. His handiwork will show that he is beginning to feel the sense of his power. At the mothers' meetings we frequently hear of a child's ability to do at home through a knowledge he has acquired in the kindergarten.

The handiwork and activities of the kindergarten are often supplemented in the home by the members of a family. All of this work in the kindergarten, based upon Froebel's ideas, tells in the homes of people—it would be impossible for it not to do so.

REPORT OF THE PRIMARY DEPARTMENT.

The department met in the Boys' High School on Friday, April 10, 1908, and was called to order by the President, Miss May Breazeale.

The following program was then followed.

1. The President's Address.
2. The Story as an "Opening Exercise."—Miss Isabel Stephens, Natchitoches, La.
3. Nature Study in the Primary Grades.—Miss Zepher Lafarge, Marksville.
4. How to Use Pictures in the Primary Grades.—Miss Winonah Breazeale, Jeanerette, La.
5. Industrial Education; Its Meaning and Purpose.—Miss Rita Johnson.

The following officers were elected for the ensuing year.

President—Miss Rita Johnson, New Orleans.

Secretary—Miss Winonah Brezeale, Jeanerette, La.

MAY BREAZEALE, President.

HELEN HERRON, Secretary.

ADDRESS OF PRESIDENT.

MISS MAY BREAZEALE, Jeanerette, La.

To you who have come from all parts of the State to meet in social converse and professional counsel we extend greetings. We hope and believe that the papers to be read and the various discussions evolved thereby will redound to the individual good of every member and give a conscious uplift to the great cause which should lie so near to every teacher.

Meeting as we are in the most beautiful city of the South, and surrounded by influences of culture and refinement, we shall be inspired to greater zeal in our work and more serious thought in our deliberations.

The moving years as they roll onward, carrying with them our hopes and dreams, ambitions and destinies, call to us, ever and anon to halt for a while, that we may take our bearings and see whither we are sailing. It is pre-eminently proper that we, the public school teachers of Louisiana, should note carefully the tendencies of the times, interpret the educational portents and ask, "Watchman, what of the night?"

Are we grasping the meaning of our mission and preparing to fulfill it? To have the education of the world in our hands is a grave responsibility. And, remember, that education, in our modern conception of the term, means something for more than the imparting of the elements of craftsmanship or scholarship. It is the drawing out and perfecting for highest uses all the powers and capacities that lie hid in man's heart and mind. It implies a deep study and knowledge of man in relation to the worlds of matter, soul and spirit, in which he lives, moves and has his being.

We primary teachers cannot teach unless we know; and we cannot rightly know unless we are all that we teach. Every kind of education belongs to the public school scheme. Logically children are entitled to musical, artistic and industrial education. They are entitled to be trained from the very beginning for life's work and life's joys. The very name "child-garden" suggests where this training should begin.

We primary teachers of Louisiana are not to follow in the procession, but to go before and blaze the way, and to herald the glad tidings of a better day. Louisiana deserves to be the brightest star in the galaxy of the nation in education. Fellow teachers, let us bend our energies and consecrate our lives to its realization.

NATURE STUDY IN THE PRIMARY GRADES.

MISS ZEPHER LAFARGUE, Marksville, La.

The topic assigned me for discussion, "Nature Study and Agriculture in the Primary Grades," seemed to me to be really one subject rather than two, as neither can be separated in the Primary Grades; the "agriculture" should be only secondary, a minor part of Nature work with the little ones, and the phase which I wish to give the time allotted me will be Nature Study, which, of course, involves agriculture, leaving it to you to judge wherein comes the "agricultural" part.

Nature Study is, "seeing what one looks at and drawing proper conclusions out of what one sees;" or, as Mr. Hodge says, "Nature Study is learning those things in Nature that are best worth knowing, to the end of doing those things that make life most worth the living." The learner then comes into sympathy with the object and his field of knowledge is broadened.

When we consider for a moment the vast possibilities of this subject, the coming nearer to a subject that, when we take it up, our sky lifts, our horizon broadens, life means more, slumbering powers are awakened, we realize that it is a glorious thing to live.

Mr. Talmage has said: "We may be shut out from the works of a Bierstadt, a Rubens and a Raphael, but we have access to a gallery grander than the Louvre, Luxemburg, or the Vatican; the royal gallery of the noonday earth, the king's gallery of the midnight sky." This being true, let us strive to open that field before us which has so much to do with the esthetic nature and fits the child for an appreciation of the use of everything, no matter how small, in the universe and we will find it then no tiresome task to lead the little ones from "Nature up to Nature's God."

Two reasons can be given for the study of Nature, that is, to find new truths so as to enlarge the scope of knowledge, and to create in the untutored mind a sympathy for Nature which will cause him "to love all Nature's forms and cease to abuse them."

Nature study must be brought home to the child. It is studying *things*, not *about them*; living with them—real-life lessons.

To bring profit to the child he must be seeing the thing and

reasoning about it. The text-book will be that vast, boundless outside world which has been written by the Master's hand and which every child can understand—the text-book will then assume the secondary part of a guide to the teacher.

In all primary work observation lessons are the keynote to knowledge; through them the child will cultivate the senses, he will reason, will express his thoughts accurately, and it will open the pupil's mind directly by the pupil's observation of the common everyday facts of his environments.

The child, after the carefully study of the object, should have left in his mind a desire to know the "why and wherefore," thus developing a spirit of inquiry which will lead to a desire for more, and the result obtained therefrom will be the awakening of the latent powers and the beginning of light to the individual.

With the little ones that are in the schoolroom for the first time the lessons must be of a character that is simplicity itself. Lead them, then, as they go on, to classify their knowledge and direct their investigations along proper channels. The powers of observations must be strengthened chiefly by learning to think about what the eyes see—an inward as well as an outward observation.

Things that appeal to the child should be the first taught and those easiest obtained. Commonplace things, things dearest to him, "where your treasure is there will your heart be also."

Of *all* things in Nature none strike home to the heart of the child better than animals, for in them he finds so many things that appeal to his childish interests—so many things that are lacking in other forms. They instinctively love animals and no better stepping stone into the subject can be had than through pets, for then you have struck home and reached a vital part of his deepest interest—he has learned to love their habits, character, intelligence and through them the knowledge he gains as a whole is far more lasting than through other channels.

At first too much must not be attempted and the work indoors must be a reflection of the outside world but learn the lessons from the living realities rather than from the dead, non-living, spiritless contents of the book, and in doing this teach first the whole thing—bug, plant, brook, etc.—seeing the object itself; then divide it into parts. In the schoolroom we are apt to miss the

connection between earth, air and sky; to miss the perfect harmony of *all* nature without which there can be no lasting benefits from Nature Study.

We are often apt to fall into the rut set by our thoughtlessness that of giving too much time for *doing*; too little time for *original thinking*.

Plant life can be entered into by the cultivation of some easy growing plant, the child seeing the wonderful life story of the plant from seed to seed again. Mr. Hodge says: "The love of a flower in the heart of a child is the highest thing that Nature Study can hope to develop," and Scripture says: "Consider the lilies of the field how they grow, they toil not neither do they spin, yet I say unto you that Solomon in all of his glory was not arrayed like one of these."

In flower specimens admire the beauty first, show the parts without destroying the flower, and then, if need be, sacrifice two or three, arranging the remaining ones in pretty clusters where their silent influence can be enjoyed the remainder of the day.

As I have said before, a room full of specimens of twigs and branches and buds and stems does not constitute Nature Study. A few specimens in the room carefully handled will be looked at more attentively, remembered longer and be more apt to create a desire to see more of this wonderful and beautiful thing growing than specimens galore. In fact, the wholesale breaking of these by the children has a tendency to defeat its own aim. A mere gathering of material haphazard will be of no use. The fall and winter will be broad as will be the spring work. Lessons must be suited to the seasons and classified.

As there is material all around us at our command we can hope to be a child of "Old Nurse Nature" with a desire to know, and we must be satisfied with a little learning, for—

"Little flower, if I could understand what you are, root and all,
and all in all,

I should know what God and man is."

Get the little people so interested in birds and their homes, animals and their life, that they will not try to kill them, in plants that they will not try to destroy them; let this love grow so that when it reaches its zenith slingshots, air rifles, etc., will

be discarded, and then we will be able to say, with Mr. F. H. Macbride, that Nature Study means to us, "a presentation to young people of the outside world so that they will learn to love all Nature's forms and cease to abuse them."

It must be a new field of glory in which each new truth will leave its mark—

"Then Nature, the old nurse, took
The child upon her knee
Saying: "There is a story-book
Thy Father has written for thee."

HOW TO USE PICTURES IN PRIMARY GRADES.

MISS WINONAH BREAZEALE, Jeanerette, La.

Recently I saw a little article in an educational magazine entitled, "The Teacher's Golden Age." It assumed that all teachers realized the educational value of pictures, and went on to say that such good copies of famous pictures and so many magazine articles profusely illustrated were in easy reach of teachers, that it was surprising that they were not put to more use in the public schools.

If every other bit of material were unaccountably swept away from us, we should still be able to teach science, language, number, reading, history, geography and art by the aid of pictures, and of what other one class of material could one say the same?

All children love pictures. That is undeniable, for we know that the smallest tot will be content with a picture-book, while the first question the larger child asks about a book is, "Has it pictures in it?" It is through the child's delight and interest in pictures that we are able to accomplish the four primary aims of any illustrations for the lower grades—which are as follows: as decorations; as instructors; as the basis of that most important primary work, language; and for the impressing of ideals.

As for the first (I have not intended to put them in order of importance) we all heartily dislike to enter a room, especially a schoolroom, which is bare of all pictures. Of course there is the opposite fault, a bewildering array of ill-chosen subjects that distract the observer, but on the whole the bare room is of less interest to the average child. Copies of famous pictures may be secured so reasonably that every child may be familiar with the best at a very small outlay. Choral pictures of artistic merit, proven masterpieces by the relentless years, and gradually make the children familiar with their history and that of their painters. It is important that the copies be clear, and if it is possible to frame them the frames should be quiet and simple, so as not to detract from the subject. Study your room before hanging the pictures that the best results may be obtained as regards light, spacing, etc. Find out which pictures the children prefer, and why, and help, by a little judicious questioning and analyzing, to mold their tastes for the best that art can offer.

As for the instructive side of the pictures the scope is almost unlimited. Peoples of other lands and costumes and customs of other climes and ages are to be obtained in any and every condition and position, and one authentic picture of quaint Japan or picturesque Holland will do more to fix the image in the child's memory than a half-hour discourse on the same subject. The prevailing postal fad may be turned to splendid account by the teacher and views of historical places and incidents should be familiar to the children, and the knowledge is invaluable in the history, geography and literature of later years.

Famous buildings and statues are rather neglected by teachers, but such attractive pictures may be secured of them and such interesting stories told in connection that the little ones may be given a lifelong knowledge of them. Every teacher knows the scope of pictures for instruction along the line of animal, bird and plant life, and the most attractive friezes and charts may be made of either the black and white fronts or colored plates.

To hurry on to another use of pictures, as I have mentioned, language is the most important study of the Primary Grades. It is the study the children live and speak and later write, and pictures form a splendid basis for the teaching of correct and fluent speaking and reading. The children enjoy pictures expressive of action above all others, and the ones that tell stories will awaken interest in the most torpid of little ones. A brief outline for the study of a picture is as follows:

1. The noticing and discussion of important or central person or object in picture; its beauty or peculiarity.
2. The action expressed.
3. The time.
4. The artist's object in painting the picture and its message.
5. Why you like it.

Memory gems and longer poems may be taught about the pictures. (Lady of the Lake.) The children might have smaller or half-penny copies of the picture to paste in booklets and correlate with the memory, reading or language work. In fact, dozens of ideas suggest themselves to the wideawake teacher for their use in language. However, we must remember that the children sometimes get wrong ideas when writing about the pictures, as the little

third grade boy did in his famous description. The picture was the "Angelus" and the small boy wrote as follows:

"In this picture I see a basket of potatoes.

I see a man and a lady.

It is six o'clock and the man and lady are praying.

They are praying for bigger potatoes."

As for the fourth and last primary use to which pictures may be put, the impressing of ideals—there is not much that can be said along those lines without sounding visionary, -theoretical or impractical. But it can be done in a delicate manner without much being said about it, and the higher side of the child-nature will rise to the ideal in the best pictures instinctively. It is the dearest privilege of the teacher, that instilling of the child's life ideal, and the good picture is the best help, along with music and poetry, that she has at her command. To be more practical, here are a few suggestions concerning the best pictures for primary use. Such good ones for different seasons are: Millet's "Angelus," "Gleaners," and "First Step"; "The Song of the Lark" and "Shepherd's Star," by Breton; Dupre's "Before the Storm"; "Autumn," by Maure and others; George Boughton's Pilgrim Series, "Pilgrims Going to Church," "Watching for" and "Return of Mayflower," and "Priscilla," gave a better idea of the costumes and customs of the first Thanksgiving times than all of our descriptions and their very simplicity appeal to the children.

There are winter landscapes of indiscribable grandeur and impressiveness, and for the various holidays splendid portraits of famous men. The Stuart portraits of Washington should be familiar to every child as well as the faces of Lincoln, Lee, the poets, artists, and national heroes. Then there is Millet's splendid "Sower," for spring, and landscapes by Corot, beautiful pictures of sheep by Lerolle, Mauve and Bonheur. Bonheur is one of the children's favorite artists. Her pictures of deer, horses, lions, cattle, etc., as well as those of Landseer, should be in every schoolroom. A few good subjects are "Shoeing the Bay," "Monarch of the Glen," "A Distinguished Member of Humane Society," by the latter, and the "Horse Fair," "Deer in Forest," "Brittany Sheep," "Shepherd and Flock," "Ploughing" and "Berry Sheep," by the former. Pictures of dogs, cats, wild animals, squirrels, rabbits, chickens, etc., are

especially pleasing to children. "Pharoah's Horses," by Herring; Millet's "Feeding the Birds," and many pictures by Dupre and Douglas should find their way into the schoolroom, while the many beautiful examples of child-life by Reynolds, Vandyke and Murillo are splendid for the language work.

I have left the sacred pictures for the last but they hold an important place in the list. They need not be taught as holy pictures, but as exquisite examples of mother love. And the Nature Study Publishing Company of Chicago issues a series of science pictures that are invaluable to the progressive teacher.

Last of all are pictures that foster the child's imagination. And imagination, as it has been so beautifully put—

"Touches with rose and gold the grayest days, and envelopes all life with genuine poetry and romance."

INDUSTRIAL EDUCATION; ITS MEANING AND PURPOSE.

MISS RITA JOHNSON, New Orleans, La.

"We are not primarily concerned about making beautiful things, but about developing makers of beautiful things; men and women in whose lives rise the fountains of beauty and gladness, who see the soul of beauty in the simplest flower and the farthest, faintest star; workers whose work will be full of grace and beauty because of the indwelling grace and virtue of their lives. Can you give us this human beauty by your commercial methods?"

Such was the deeper, profounder spiritual significance which the arts and crafts movement developed. The new spirit set higher than the work itself, the human development of which the work was the expression. Work and character go together. It is no accident that in the great crisis of history the leaders and deliverers of nations have been found among those who have toiled in the sun, whose hands have been trained as well as their brains. Nothing is more certain than the fact that creative labor gives as nothing else does a normal view of life, the faculty of seeing things in their true perspective.

We cannot turn to our own country without a feeling of deep anxiety; for the subject of industrial education is one that should specially interest the people of the United States. The wealth and prosperity of any nation depend essentially upon the extent and perfection of its industry.

The value of trained intelligence becomes more evident every year, alike in handwork and brainwork. Application of science to industry made Germany from a poor nation to rank among the first, and it was through her schools and universities that she trained and educated those who made such an achievement possible: Other nations including our own, have immensely profited from German schools and universities. All over the world to-day there is demand for men who can do things, especially expert men, and they command big rewards.

No modern people with a country so rich in natural resources, has cultivated less sparingly its peculiar interest than our own.

If we attempt to show our representative men that there is a necessity for industrial education they will tell us that it is another innovation; in many instances we receive naught but a discouraging sneer; and they even suggest that American pluck and enterprise will supply the deficiencies of ignorance. The example of other nations should serve to arouse us to a sense of our condition. If we delay in heeding this fact we shall soon be subject to the consequence of a dangerous foreign rivalry.

To obtain necessities we enrich other countries by purchasing from them commodities which could be made by our own artisans, if they were properly instructed in theoretical knowledge of their art. The natural resources of these countries which we benefit are greatly inferior to our own; but, by their system of educational training, they have raised themselves to wealth and made us dependent upon them for a considerable portion of our wants and luxuries. Our industries are supplanted by those abroad for want of well trained mechanical skill at home. This will continue until we become convinced of the necessity of industrial education.

How many of the young men who leave school, gifted with every mental and physical requisite for success, and disciplined by the teachings of the public schools, can gain a livelihood from their education in any practical pursuit? They may barely get along. The desire of reaching an honorable and useful condition is a stimulus; in this country the field is broad and open to all; those who are brave and ambitious meet with success; some in the aimless struggle become dispirited. The condition is worthy of serious consideration, and many persons, conversant with the subject, do not hesitate to recommend the adoption of a course of manual training as an indispensable feature of public education.

Man is a living force, a foundation of ideas. The organs of the physical frame correspond to those of his mind, and are parts of the same equipment. He has two arms and hands and eyes, and the conception of power without them is weakness. The hand intellectualizes the body. A well known writer says: "So much does the power and dominion of man over inferior animals, crude materials, and natural forces depend upon the hand that, were it possible to deprive the human race of this important member and

put in its stead a mere paw or hoof, man would soon be on a common level with the beasts notwithstanding his superior intellect."

Mr. Otis in his book on "The Void in Modern Education," declares that the great want is an integral education of our various faculties. He believes that a training of taste, eye, and hand in behalf of beauty and expression appeared to him with more and more certainty the missing educational element. A thousand errors combine to make us wish that the science of human life was better understood and more generally made an indispensable part in the studies of our schools. The objection is often made that too many things are taught and that the tendency is to introduce still more. Overwork in the child and in the student defeats its own object. When the brain is overworked in the growing child the growth will be stunted. The practical advantage of industrial education will serve as an antidote. It prevents or mitigates the excessive use of one organ at the expense of the entire body. It serves to relieve the mind from dry studies, long tasks, and severe discipline.

I have found, too, that a great deal of the opposition or indifference to this work comes from men who argue that as their children are not intended for such pursuits, no children need or ought to learn anything of the kind. Others claim that industrial training will disparage the industrial value of general education and hint that public schools will become industrial failures. The public school cannot wisely be made a workshop for the training of apprentices, but it can and should give such general training as underlies all industrial pursuits. In the face of these and many other equally wise objections, such as are generally used at meetings where the subject is discussed, the facts remain that industrial work can be taught without infringing on other branches of education; that children at school can learn to design and model so well in a few months with one weekly lesson as to produce wares which sell. They can at the same time acquire culture and intelligence. On this point I speak with a knowledge gained from experience I have observed when my pupils ceased to be mere copyists they began to observe many things to which they were previously indifferent, and manifested the awakening of a much higher intelligence. Children who previously had been re-

garded as dull in everything have shown great aptness and ingenuity. When this skill is awakened, there comes with it far greater cleverness in those studies and pursuits in which these pupils were previously slow. I believe it to be a great truth, as yet too little studied, that sluggish minds may be made active, even by merely mechanical exercise. The consciousness of being able to make something well which will sell gives them proper pride and confidence in their ability to master other studies. It also conduces to quiet habits and content. Summer and Xmas experiences—every mother knows the value of a box of dolls or of a small printing press, of paints, or clay.

Whoever observes with an intelligent eye sees well enough that the child reputed lazy at school is often the one who does not understand what he is badly taught. Very often too he is suffering from cerebral anaemia, caused by poverty and an anti-hygienic education. A boy who is lazy in Greek and Latin would work admirably were he taught in science, especially if taught by the medium of manual labor. A girl reputed nought at mathematics becomes the first mathematician of her class if she by chance meets somebody who can explain to her the elements of arithmetic she did not understand. And a workman lazy in the workshop, cultivates his garden at dawn, while gazing at the rising sun, and will be at work again at nightfall when all nature goes to rest.

"Somebody said that dirt is matter in the wrong place." The same definition applies to nine-tenths of those called lazy. They are people gone astray in a direction that does not answer their temperament nor their capacities. In reading the biography of great men we are struck with the number of idlers among them. They were idlers as long as they had not found the right path, and afterward laborious to excess.

Under the one name idleness, a series of results due to different causes, have been grouped, of which each one could be a source of good, instead of being a source of evil in the schoolroom. We say laziness without giving ourselves the trouble to analyze their cause. We are also in haste to punish without inquiring if the punishment itself does not contain a premium on laziness.

This is why a free society, seeing the number of idlers increasing in its midst, would no doubt think of looking for the cause of laziness, in order to suppress it, before having recourse to pun-

ishment. When it is a cause of simple bloodlessness, then, before stuffing the brain of the child with science, nourish his system so as to produce blood, strengthen him. But for mercy's sake do not fill his brain with useless words or dead sentences. Such a child has neither order nor regular habits. Let first the children inculcate order among themselves, later on, in the laboratory, the workshop, work done in a limited space with many tools about will teach them method. Make the school free instead of making laws against laziness, which only serve to increase it. Suppress the cause of idleness, and you may take it for granted that few individuals will really hate work and that there will be no need to manufacture a code of laws on their own account.

One of the greatest purposes of this work is that by making handwork a part of every child's education we shall destroy the vulgar prejudice against work as being itself vulgar. How often we have heard a man gravely boast, as a proof of his social superiority, that he had never done "a day's work" in his life. True, there are a few persons who are above this snobbishness, while there are still millions who are practically enslaved by it. It arises from the fact that work—handwork—is not as yet sufficiently identified with education and culture. Industrial work in the schools will cultivate a taste for industrial pursuits and a respect for honest labor.

When should the study begin? A child can learn to sew, read, sing, draw and model in the kindergarten, it can therefore pursue higher branches both literary and manual in higher schools.

Which shall it be? How shall we do it? These are the questions that are coming from all quarters at the same time, and the answers are varied and perplexing. Industrial work should be carried on in connection with the work of all subjects. When children study Robinson Crusoe they build a house, make a goat pen and tools just as he did. At Thanksgiving time log cabins, wooden dishes, and many things associated with the lives of the Puritans are made; and just so, throughout the entire year, the industrial work forms a part of geography, drawing, language, history, literature and reading. But the special course of industrial work that stands out as particular is in largely weaving and basketry in the first four grades.

A school garden is practical. True, it is in the experimental stage as yet. So was manual training for the city child. School garden work, manual training, and domestic arts for the country school will be put on a more intelligent and permanent basis when there can be trained supervisors for this work.

I have carefully outlined a course of work that could be done by children in country schools. This together with a list of reference books will be distributed. In the books may be found the instructions for the making of all articles mentioned in the outline. The materials to be used are such as may be easily obtained by the country child and at no cost to him. Cardboard, willow-twigs, coarse grass, palmetto, pine burrs, and yarn are some of the material that they will have to furnish. It is claimed that students take more interest in working upon something which, when finished, has intrinsic value, or of immediate utility than they do in abstract exercises. In all work, at a specified time let the lesson cease, the work be brought in, commented on and marked (named). It is not necessary that all the work assigned should be begun well and carried on with reasonable speed and accuracy. The length of time required by different pupils in large classes for the doing of a specified piece of work, varies considerably. Hence additional lessons of constructive work is arranged for the brighter and quicker members.

In conclusion I will say that a community of skilled workmen cannot be built up in a day; the foundation must be laid in technical learning and in the gradual process of experience and invention. And this requires much time, but it affords the best support of the State, because it administers to the welfare and comfort of all other classes, especially in a country going so fast in the direction of commerce and the productive arts. It may be said of such a community, as was sung by Goldsmith concerning the rural population of his own land:

"Ill fares the land, to hastening ills a prey,
When wealth accumulates and men decay;
Princes and lords may flourish, or may fade;
A breath can make them, as a breath has made;
But a bold peasantry, their country's pride,
When once destroyed can never be supplied."

REPORT OF GRAMMAR DEPARTMENT.

Meeting called to order by President, Mrs. L. C. McVoy of Natchitoches, La. In the absence of the Secretary the President appointed Miss Theoda Haygood, of Nairn, La., to act as same.

Mrs. McVoy in opening the session stated that science had been selected for the general topic, because of its importance in school work.

The subject was divided into four parts: 1. Agriculture. 2. Geography. 3. Hygiene in the School. 4. Nature Study.

1. Mr. Bobbitt, of Jena, La., read an instructive paper on Agriculture. He brought out the facts that it should be used to inspire work in the grammar grades, and suggested that there be two high schools, one agricultural in its pursuits and one of the present system.

A discussion followed in which Miss Huey, of East Feliciana, and Mrs. Ells took part.

2. Miss Leita Landry, of Donaldsonville, had been assigned the subject of Geography. In her excellent paper she emphasized the study of type forms especially, and the importance of excursions, both imaginary and real.

A very animated discussion followed the reading of this paper. Questions arose about the time devoted to the study of beauty in geography. It was finally decided that it depended on the class being taught.

A question was then asked by Miss Fassman, of New Orleans, about presenting winds and currents to a class of boys. Mrs. Ells gave her experience in answer, using familiar experiments.

3. Mr. A. J. Dupuy, of Jeanerette, could not attend the meeting, but sent his paper on *San Living*, which was read by Miss Triche. Mr. Anderson and several others discussed points brought out by him.

4. The fourth and last subject, Nature Study, had been assigned to Miss Zelia Christian, of the Manual Training School of New Orleans. Miss Christian's paper was made intensely interesting as she had a great deal of material made by the children to show the correlation of nature study with school work.

The teachers were particularly interested in her large outline product map of the United States.

This concluded the outlined program and the business was taken up.

Miss Zelia Christian, of New Orleans, was elected President for the next year, and Mrs. Ells made Secretary.

The meeting came to a close after a most profitable session.

MRS. L. C. McVOY, President.

THEODORA HAYGOOD, Acting Secretary.

GEOGRAPHY.

LEDY LANDRY, Donaldsonville, La.

The fundamental principle of teaching demands that two objective points be considered; the one, purpose of the subject presented; the other, the means of developing that purpose. In other words, The Aim, The Method. From the professional standpoint, we find in teaching geography as in the teaching of each and every subject in the school curriculum that there are three elements; the subject, the child, the teacher. From the broad field of the subject a true aim is obtained; the teacher suggests and develops the method; while the child is benefited by becoming the recipient of a well-rounded, whole aim, reached through this judicious method.

Geography is the most complex of all school subjects because its curriculum is the result of a combination of forces based on many sciences and closely related to history. It is not the study of the earth alone with its phenomena and forces, its vegetation and animals, its rocks and atmosphere. This is natural science pure and simple. Nor is it the study of man in his pursuits and progress, his struggles and representative deeds, this is History, but Geography is the relation between the earth and its inhabitants, man in both his physical and social environments, man with the sum total of influences brought to bear upon him. The outcome of his contact with nature is the center of every strictly geographic topic. His relation to this broad universe is the centralized thought, the definite aim of this branch of study, consequently the subject should be practical and social in its influence. It requires more careful training to teach Geography properly than any of the elementary branches. The conflict between new ideas and antiquated prejudice is still fierce, but we hope the demand for adequate training, will in the near future be freely given. The impetus in that direction is due—

1. To the expansion of international trade.
2. To the addition to our Trans-atlantic territory.
3. To the facilities in transportation and travel.

We need accurate knowledge of climates, products and people. Such as business men of the past did not have, hence the questions, How was Geography taught formerly? How should it be taught at

present? In the past the Phoenecians were the first to teach it, before Homer. They formed the first link connecting us with Columbus and America, Herodotus, the earliest historian, gives an account of the earth as then known. Erastophenes used latitude and longitude on mathematical principles. The Romans in their conquests advanced Geography by surveys of their provinces, under Caesar and Augustus. Later on, great navigators added to this fund of knowledge. In the second century Ptolemy wrote eight books upon Geography and every year the work of making and revising it becomes more important and more complete. There is scarcely an off-shoot of knowledge that does not find shelter under its broad wings. McMurry describes it correctly as "a double object—nature study and History. With two faces, one towards nature, one towards man. With a double footing in natural science and History. It is truly the bridge connecting them." From a height Geography looks down in every direction and draws material from all sciences.

Before considering this subject in the Grammar Grades it becomes necessary to take a retrospective view of the subject in the Primary Grades. The present is ever linked to the past, forming a stepping stone from one to the other. Success with beginners depends greatly upon the selection and arrangement of material. Careful presentation proceeding from the known to the unknown. Giving emphasis to true geographical units by making familiar and incidental objects tributary to large points. By following four stages in teaching we can select these Geographical units:

1. Home Geography with its local types and occupations in social life. Industrial pursuits explained and understood by class excursions, real outings in the near neighborhood. This introduced in third grade work.

2. Grasping the earth as a unit, then detailing it into parts and analyzing these parts. The early work in Geography admits of a double movement of the mind, discussions upon the earth as a unit, and then on its different parts, best understood with the help of the globe. Natural divisions can best be illustrated by clay modeling or by quantities of sand, this work is begun in third grade.

3. Home Geography broadened, taking in the United States, all

of North America, and illustrated by Blackboard exercise or by simple map drawing.

4. Emphasize the true purpose of Geography in Industrial pursuits and in the social life of man. The relation of man to the earth because of the fact that man needs man, and in giving the result of his labor to other climes and races he will in turn be benefited by the exchange of trade in Commercial Geography.

The starting point is this commercial spirit that brings out contrasts of food, of raiment, of all the individual pursuits of man. Civilized man draws upon the rest of the world for what he needs and gives to the rest of the world in return. He is civilized because of the fact, but not in spite of it. Keeping to the idea of Home Geography we divide soil according to produce. The zones or belts in the east engaged in lumbering, fisheries and manufactories. The middle-Atlantic, in mining, furnishing coal for fuel, gas and oil for lights and being at the same time the central belt of manufacturing. The West engaged in gold and silver mining, in agriculture carried forward to the phenomenon of creating new plates and species, in raising stock for the meat markets. The South is also engaged in agriculture, largely contributing towards clothing the world with her fine crops of cotton.

In the Grammar Grades the type or topic idea prevails. The text is necessary as the means—it is the seed, but type is the maturing, the broadening and the harvesting. Each type must be selected and grasped as a whole, then developed in detail. It is the pivot upon which discussion hangs, special strength and value lie in tracing causes and working out results. The thread of logic is the backbone of treatment of types—thus in selecting the Hudson River we do not care for the pupil simply to state its rise and course—these are incidental to the greater development of the commercial, the science, and the historical points of view. The unit of thought is the whole river in its physical, commercial and historical characteristics. Keep to the essentials, do not digress in mere formalities. When topical outlines are placed on the board it is a help to recitation. When preserved in writing it will be a systematic proof of careful progress and a good basis for reviews. The teacher who cannot freely use the board is shorn of half his strength. Much may be got by diagrams, by sketchings, and showing the directions of winds and currents. These are skilful devices

for presenting the subject. Teaching belts and zones brings out political divisions which in turn bring out industrial pursuits. Here we may introduce comparisons with like belts, subject to change in different countries. Type covers the whole field of knowledge. Geography is the home of man and it fits him for a better, a more useful and a higher life.

A modern prophet might rise and say, "Emphasize not only commerce, which tends to make man sordid, but emphasize the phase of social and generous life." Geography is the science to do this. Do we not lead the pupils to see and to think this double quality of existence? In home geography the commercial idea rests in the food, the building materials and merchandise. This is developed by the popular excursion idea. The social idea is illustrated in types of town and county government, in the attitude of man towards man. In the sixth and seventh grades we may introduce home geography in Washington. Dwell upon the three branches. Executive, Legislative and Judiciary. Compare the Governments abroad, dwelling most on England as the home of our forefathers.

In the eighth grade, where physical geography prevails, subjects for discussion are the plateau topics, climatic conditions, rain-falls, distribution of winds and currents, with their effect upon plants, brute animals and men. This will bring us back to commercial geography, introducing us to all races and all conditions in life. Imaginary excursions in types and topics furnish great centers of thought. Thus—we wish to make a shipment of goods abroad, it will furnish investigation into industrial centers and will lead us to contrast with other centers. Or else we wish to make a pleasure trip—say from New York to London, have the class describe the ship and accommodations, powerful machinery and transportation prices. Landed in England, visit the great London bridge and its tunnels, the Parliament Houses, the Palace of Royalty, the celebrated Westminster. On into the country—why? To visit Stratford on the Avon. Here we see how closely history is correlated to geography. We recall Shakespeare, Elizabeth, who increased the power of England, the defeat of the Spanish Armada that threatened this power. Cross the Channel, on to beautiful Paris, the seat of fashion, with its gay boulevards.

Contemplate Louvre and Versailles, do homage to art, in the great and unique Venus of Milo; recall the most remarkable personality of all times, the immortal Maid of Orleans, Joan of Arc.

In geography there is a tendency to spread over a great variety of subjects, much time is spent in locating places, map-drawing, and placing boundaries. Primarily these are not the main ideas, therefore do we emphasize the necessity of types and excursions. To give efficiency tests are imperatively demanded. Defects in spelling, in thought, and in language are more noticeable in tests than in recitations. Reviews are necessary to retain the fund of acquired knowledge. Outside of tests and reviews we suggest that the pupils furnish voluntary contributions from periodicals, from magazines and current events. This will train them in making good selections.

Geography is very suggestive to the thoughtful mind. So many great events have been the outcome of geographical conditions that there is scarcely a meeting of educators who will not give to this branch a number on the program. Planting its foundation upon the earth, geography digs down beneath its crust for untold pleasures. Soaring above mountain heights it reaches to the blue vaults above, with sun, plants and myriads of stars. It is one of the best studies for developing the forces of man, physically, mentally and morally. It brings man together into a great brotherhood, unites all races, all conditions, forms the home of man on earth. In language there is no sweeter word than Home—Sweet Home.

AGRICULTURE FOR THE GRAMMAR GRADES.

R. E. BOBBITT, Jena, La.

In Catahoula Parish there are 6,000 children, white and black, and of this number not more than 2 per cent can be classed above the grammar grades. Of this 2 per cent. 60 per cent are girls and 40 per cent boys, approximately, or in other words, there are forty-eight boys in the parish doing work above the grammar grades. And judging the future by twelve years' observation, I believe I can safely assert that not 10 per cent of the forty-eight boys are expecting to live on the farm. Jena Seminary in the past twelve years has given the literary equipment to about twenty doctors, four preachers, one lawyer, one dentist, four men teachers, but not a single high school student has ever gone to the farm, unless she married a grammar grade man.

Why, do you ask, do these choice young men leave the farm? First, local conditions were repellent because a large part of our parish is rolling, sandy pine land, quite poor when compared with the rich alluvial section, and because of inaccessibility to the markets for truck and fruits, for which these lands are best adapted. Farming under these conditions seemed to offer nothing but penury and toil. No brave heart minds the toil, if beyond that toil there is a recompense of reward commensurate thereto. But what young man standing upon the threshold of life and looking down into the wrinkled and careworn faces of his parents, who have tilled the soil in utter ignorance of the simplest laws of plant life, who have for years planted corn on one time of the moon, potatoes on another, beans on Good Friday, and set the old hen on odd numbers of eggs, and yet have never had enough of any of these to last but a small part of the year; who each succeeding spring have gone to the merchant and asked for supplies until a 500-pound Tuckapaw pony and a "scooter" plow could make enough bumble-bee cotton to pay for the goods and a 50 per cent profit to the merchant. What young man full of hope and energy can believe that there is a reward to farm life commensurate with its toil and deprivations? The barely comfortable home, the dilapidated barns, the brier-grown fences, the barren and washed hillsides, poor roads, unsightly school buildings, inexperienced, bookish teachers who are

teaching in the country to get money enough to get away from it—these and others are the repellent forces driving our best brain and brawn from the country to town. Add to these the impelling forces of social standing, financial success, scientific achievement, political preferment, aye, all those alluring realms of human endeavor wherein manhood has received just honor, merit its meed of praise, toil its measure of reward, and sacrifice undying fame; and can we wonder that our country boys of the high schools are turning away from the farm and seeking admittance into the various trades and professions? These observations and statements bring us to our second reason why boys leave the farm, and that is, that the farmer has placed too low an estimate on his own calling, and too high upon those of others; has too often educated his children with the avowed purpose of getting them away from the fields. The slow or stupid boy who cannot learn from books like the bright ones is thought to have been specially to the plow handles born. Of the dignity of labor he may have heard, but of the drudgery of ignorant labor he is painfully certain. His attitude toward his calling is wrong, because his judgment is based upon false premises, arrived at through ignorance of its principles, problems and wonderful possibilities.

Again, the attitude of the so-called professions has been too often Pharisaical and they have thanked God that they were not as that poor farmer. Their daughters can do better than marry a farmer's son. The country boy has been thought too verdant. In city ways he may be, but in his own sphere, what town child would not love to learn of him the beauties and mysteries of the natural world with which he is so familiar. However ignorant he may be he is not easily imposed upon, as is evidenced by the story told by the urbanite who, while driving across the country, saw a lad sitting on his plow handles, staring at him. Stopping his horse the dude inquired, "Say, Turnipseed, your corn is very yellow." "Yes," replied the boy, "Dad planted the yaller kind." "You won't make but half a crop." "No, dad planted on the halves." "Well, sorrel top, how far does this road go?" "Dad's been here thirty-nine years, and he says it ain't gone no where yet." "You are not far from a fool, are you?" "No, just a fence between us."

Another reason for the drift away from the farm has been because, until recently, there was no effort made to provide for the education of our youth in the science and art of agriculture. A few, 'tis true, went to our State Agricultural and Industrial Schools, but the great mass would not, could not, or did not go. Probably more than 80 per cent of Catahoula's children are directly dependent upon agricultural pursuits, and 95 per cent of these are in grades below the high school.

Evidently, then, if agriculture is to be taught at all, with us it must of necessity be taught in the lower grades. We have thought it good to teach it to college men, and to high school boys, but now we are face to face with what seems to me the greatest educational need with which the people of my section of the State have ever been confronted—that of providing adequate facilities for the training of this generation of children in the science and art of agriculture, so that as our great timber belts are being denuded of the growth of hundreds of years, they may not remain bare and forbidding, but be made to bear an abundant fruitage under the wise tilling of a generation of trained farmers. Can we not see in this necessity of teaching the lower grade children our golden opportunity? Can we hope to successfully turn back to the farm this tide of high school and college men who have already set for themselves other channels in which their energies are to flow? Where better could we begin to focalize their vision and adjust them to their environment? Where better convince them of the dignity of wise labor and the folly of ignorant toil?

In all undertakings there are necessary preliminary things to be attended to and plans to be drafted. As a preliminary to successful teaching of agriculture in the grammar grades we must train a teaching force who have the proper attitude toward this work, and some equipment for it. It seems to me that one means to this end would be to have at least two classes of State high schools, one the Agricultural and Mechanical, closely affiliated with the State Agricultural and Mechanical College, and the other the classical, in close affiliation with the classical department of the State University. The graduates of these Agricultural and Mechanical High Schools would make far better agricultural teachers in the rural districts than the present teachers of those schools. More young men could be induced to enter these high schools if, after gradu-

ation, they could be assured of a remunerative position as teachers in their chosen field and could thus secure the means with which to complete their course in the State College.

In the absence of any specially trained teachers, what can be done? Probably the greatest thing to be done is to change the attitude of the present teaching force and of others toward the subject of agriculture and the vocation of farming. Have we not taught chemistry with a view to its need by the pharmacist and doctor, forgetting the need of the farmer boy? Have we not taught our histories from the view point of the lawyer and the soldier, rarely mentioning the great industrial epochs at all? Are not most of our arithmetics for the rural schools filled with problems from another world from that in which the children live? Has not the attitude of the text books, and in consequence that of the teacher, been one of ignoring the subject, believing perhaps the old senseless notion that "Billie is a bright boy and should go to college, but John is a dullard and therefore should farm?" "Would all gentleman teachers tip their hats to a Maud Muller on a summer's day, raking the meadows sweet with hay, and wouldn't some modern lady teachers say, "Blessings on thee, little man, barefoot boy with cheek of tan, but my dear boy, wouldn't you look better with shoes on and wouldn't a little cold cream take off some of that tan?"

If some of us teachers were caught really at work, all unexpectedly, by our Superintendent or President of Board, pastor or Governor of State, would we not blush and hastily retire for a change of garments? Fifteen minutes of real honest, hard, all-absorbing, joyous, intelligent work in work-a-day clothes teaches more of the dignity of labor than a year's teaching by one who is ashamed to be seen at work, and yet talks volubly of poems and pictures in which honest toil receives a just measure of dignity and reward. Burns said:

"What tho' on homely fare we dine,
Wear hoddeen gray and a' that,
Gie fools their silk and knaves their wine,
A man's a man for a' that.
The honest man, tho' e'er so poor,
Is king o' men for a' that."

And Grey adds:

"Let not ambition mock the farmer's useful toil,
His homely joys and destiny obscure,
Nor grandeur hear with a disdainful smile
The short and simple annals of the poor."

But granting that our attitude is one of respect, how may those who are largely ignorant of the subject begin to introduce and teach agriculture? First, a few good text books of elementary nature, one or two first class farm journals and the United States and State Bulletins relative to the particular crops which you decide to grow. Second, a spot of ground of one-eighth or one-quarter of an acre. Now, if you care to do so you may plant some flowers in this garden, but it is my conviction that the rural school garden will appeal to the farm boy more effectively if we can produce an onion twice as large as he has ever seen, instead of *Marschal Neil* roses, although I grant you an onion doesn't smell as sweet as the rose. Agriculture is one thing and floriculture another. The farmer's vocation is agriculture, his avocation should include floriculture. This garden should include, of course, all the usual vegetables. Superior size and flavor, and abundant yield on small area should be the object. To produce these involves a study of some of the fundamental scientific principles, pollination, cross-fertilization and germination of seeds; the chemistry of the plants and the proper fertilization of the soil; the life history, normal development, root system and proper cultivation of the plant. Not from the small text book written in technical terms should these be taught to grammar boys and girls, but out of the big book of nature at first hand and in everyday language.

In addition to the most common vegetables our school truck garden should have a few of the less common and one or two not known in that neighborhood. Why should not the teacher gardener introduce to the neighborhood a new palatable and nutritious food supply? Berries are a source of pleasure and profit, and yet how few are grown around our country schools. The strawberry is perhaps 95 per cent water and sunshine and in our State grows wonderfully fine, but in my parish of probably 1,500 homes, not fifty have ever grown a berry and more children have never seen a strawberry than have.

Fifty plants will multiply in three years until twenty homes might have 200 or 300 plants; a number sufficient to begin supplying home needs. The wild grape is at home in many parts of Louisiana, and this is indicative of the adaptability of the English grape. The muscadine bears its wild fruitage in seeming wasteful abundance, then why shouldn't the scuppernong bountifully repay its grower? The grape prunings should supply every home with cuttings. A row of peach seedlings should give abundant material with which to teach the simple art of budding and grafting and thereby save to the neighborhood each year from five to fifty cents per tree bought of nursery salesmen. In these and other ways the rural school gardener could minister to the needs of his community and make his teaching a recreating, rejuvenating and revivifying force manifesting itself in every phase of that community's life.

Now in conclusion let me strike a note of warning or state what should be an unforgotten aim, and that is that while we plan and work and teach we are not striving to make farmers, but men. Recognizing their differences of tastes and functions, we would so environ and develop men that each, the farmer as well as the professional man, shall live a full, harmonious and efficient life.

NATURE STUDY, ITS RELATIONS TO OTHER SUBJECTS OF THE CURRICULUM AND THE METHODS BY WHICH WE MAY MAINTAIN THESE RELATIONS.

ZILLAH CHRISTIAN, New Orleans, La.

In Louisiana the study of nature is constantly growing in favor among teachers and the general public. In most of our schools nature study is now a regular part of the curriculum, and in all graded schools it is at least studied in connection with other subjects. Both of these facts tend to encourage us in our belief that within a few years the study of nature will form an indispensable part of every school course.

It is therefore the first purpose of this paper to state briefly why nature study should be taught regularly in every school. Then we shall speak of its relation to the other studies of the curriculum, and, finally suggest methods by which this relation may be maintained.

Primitive man sharpened his sense perceptions by an intimate contact with nature, the child of to-day develops *his* powers of observation in the same way.

This study of nature is not a gathering of mere facts, but is rather an attitude of mind or point of view. It is an observational study of everyday things resulting in acquaintances which appeal directly to human interests.

Some of the important aims of nature study are, to develop the powers of observation, to teach children to judge rightly, to reason from cause to effect, and to have a vital interest in everyday life. However, let us keep in mind that the ultimate aim of this study, as in all phases of education, is to establish the relation of man to his environment and to develop his character in harmony with the laws of nature.

While scarcely a lesson can be given without touching on some phase of nature, a *special* place on the day's program should be given this subject.

Nature study is so closely connected with every phase of school life that it forms a supply fund from which material may be drawn for each and every subject. The child who has studied an animal

enters upon his art lesson on this subject with more interest, and results are much better. (Show work of pupils.) In one class the children make a product map—the result of correlation with geography. Having learned the use of coal in smelting iron, there was much interest in learning where the two are found together. Knowing the nature of the product proved an incentive for the study of conditions suitable to the product and where these conditions may be found. (Show product map.)

Nature study furnishes abundant material for handwork and manual training. The pupils of the 4th year have collected and prepared grasses, pine needles, cones, corn shucks, leaves from palms and palmettos, from which many useful and beautiful objects have been made. In the lower grades, boxes for seeds and books for specimens have been made from cardboard. In the first year nature study objects have been modeled in clay modeling.

In the manual training department, pegs for marking garden beds, scrapers for cleaning garden tools, insect boxes, sign boards, pocket germinators and trellises have been made—all of which may be done in any rural school. (Show work of pupils.)

Many arithmetic lessons have taken their material from nature study. The garden problem always appeals to the child. (Show plan of garden and other work in arithmetic.)

The relation of nature study to science has been discussed pro and con, and with equal positiveness has it been asserted that it is and that it is not science. Whatever may be our individual opinion on this matter, all are agreed on one point: Pupils who have had nature study in the grades are better able to appreciate the great principles of modern science. We should constantly keep in mind not to make our work in the grades an abstract science, for in so doing we destroy that interest which we most want. Besides, simple experiments delight pupils. (Show simple experiments.)

Possibly in the grades no subject is more enriched by the study of nature than literature. It increases the appreciation of this study, for so many of our most beautiful poems, as well as the stories of our graded readers, are about some phase of nature.

A love for the beautiful things of this world is the first requisite of a teacher of nature study. It is not so necessary that the teacher know all about the thing studied, as it is that he be in-

terested in nature, and have the ability to arouse in his pupils a spirit of investigation and appreciation. A teacher who would be successful in nature work must be a fellow student with his pupils. He may learn much from books on a reference shelf, but far more by careful, honest observation. Let him keep in mind that to gain information is not the prime object of nature study, but rather to awaken a sympathy for all life.

To arouse this love of nature in the child we must be careful that we keep his constant interest, for it by no means follows that what is of interest to us is therefore interesting to our pupils. We should be careful to select only material which appeals to the child. The field of nature furnishes a vast and varied collection from which to select topics for study.

Having chosen our material, we should aim from the start to have the children see with interest and accuracy, to judge rightly of possible causes and effects, and to tell accurately and in order what has been observed. If we have more to ask than to tell the habit of observation will be acquired early. For instance, the child will enjoy finding out for himself the different methods of biting grass employed by the horse from that used by the cow. This observation will lead the child to ask why, and will result in a knowledge of the structure of the animal's teeth.

It would be superfluous to speak of the necessity of studying the object itself. Can you imagine a lesson on crawfish with no fish present? Though you may have taught the subject many times, do you not want to have your own specimen, as well as to be sure that each pupil has his?

It may be observed in this connection that in studying a class of animals, it is well to study one closely that all may be understood better. It is sometimes necessary to substitute pictures for the real specimen, but whenever possible the object itself should be used.

The nature study of the first years should be centered chiefly about that form of science which naturally appeals to little children. Children love the study of living things and their ways, and almost equally well the plants and flowers. They watch the process of growth with deep interest. While I would emphasize the study of living things, I would not exclude other subjects. The weather, the clouds, the winds, etc., should be studied also.

As we advance in the higher grades, the subject matter should assume more the problem form. Bills, beaks, teeth, tails, and feet take on a new interest when the fact is grasped that they are to serve a special need.

As soon as things begin to assume commercial values to a child, we must proceed in a way that will keep his interest at high tide. He begins to realize that he has a place to fill in this great world which is all about him and of which his school room is but a small part. His enjoyment increases as he begins to know nature and to understand the dependence of one thing on another, as, for instance, the plant that depends on the animal for the distribution of its seed, the animal whose life is dependent upon the plant for its food, the exchange of carbonic acid gas which is produced by animals for the oxygen which is given off by plants, or the fertilization of plants by insects.

We must talk to the boy about the helpfulness of birds and the cruelty of robbing birds' nests, but the reasonableness of it all is brought home to him when he realizes that the growing of crops in certain sections of our country would be impossible, or severely hampered, were it not for the work of birds in destroying insects and weed seeds.

This destroying of insects suggests another example of the practical side of nature study. As soon as the decision is reached by the pupil that the mosquito, the boll weevil, the house fly, or the ant is harmful to man and extermination is desirable, he has an incentive for the study of the life history of the insect that he may find out its most vulnerable point of attack. For instance he finds out that the breeding place for the mosquito is stagnant water, therefore he concludes we must do away with or screen stagnant water if the mosquito is to be exterminated. Every boy and girl is interested in practical things. Let them realize of what great value to man is the toad, the lizard, or the little lady bug, and this realization will do away with that instinct of cruelty to animals which we often find in children.

That the toad which he finds in his garden is really helping him by destroying harmful insects means something to the boy. That the lady bug eats the destructive tree scales holds his interest, but that the lady bug is especially helpful to our own orange trees means much more.

The value and necessity of excursions cannot be too strongly emphasized. We must not think, however, that merely "getting out" is enough, for, as some one has put it, "a picnic is not necessarily nature study." Every excursion should have a purpose and each child should feel a certain responsibility for its accomplishment. This does not mean that we should be narrow or hold to any one topic; for, though our purpose, for instance, may be to observe trees, the greatest interest may center about some insect or animal met with by chance. The side topics should be welcomed, but the object of the excursion should never be put aside; for it is having an object, holding to it, and requiring results in the form of notes and specimens that helps more than all else to maintain discipline.

Class discipline seems to be the bugbear of the nature study walk. Just how this should be managed is a problem for each individual teacher. I believe that the walk should be truly natural with as few restrictions as possible—the most important, possibly being the requirement that pupils stay within a certain radius. Then if the teacher starts out with the idea of enjoying the walk rather than worrying about some particular pupil, if he is busy seeing things and asking questions about them, the chances are that the pupil who is most restless in the class room will prove a pleasure on the walk. Don't make the walk too long.

No one who has not kept a school garden can appreciate the joy and pleasure of one. To plant a garden is a natural impulse with children, and they take to it voluntarily, with enthusiasm and with genuine satisfaction. Just to have the children handle the fresh, clean earth, to sow the seeds, to think of their gardens morning and evening is worth the effort, for the value of a garden lies rather in the pleasure it gives than in the final product.

Our garden was part of a vacant lot which had not been plowed for years. A man was hired to plow the ground. This, with the exception of some wire stretching, was the only work not done by the pupils. The first problem was the fence and the making of this was done by the boys of the sixth year. They dug the post holes, set up the posts, nailed the cross pieces; only in the stretching of the wire were they assisted by a man.

Our next problem was to plan our garden, and the keenest pleasure was taken in the planning. We considered the matter of drainage, taking advantage, as far as possible, of the natural drains

Finally when dimensions were settled upon, each pupil had his distances from the fences. This permitted him when the class went out with tape measures, cords, pegs and tools to work independently of his neighbors. To make walks and beds out of a field of immense clods is no easy task for little people, but never once has the interest wavered or the pleasure of the garden decreased.

The garden is theirs. They have learned from it by experience that the full grown plant must be considered when the seed is planted, and that to plant in rows permits of better cultivation. They have learned to respect the property of others, and to work if they wish results. They have learned the spirit of helpfulness and of patience.

The garden has truly been a living laboratory. In it, in addition to plant life, we have studied such forms of life as the earthworm, beetles, spiders, dragon flies and ants. Many of these have been collected for classroom study. Let me quote:

"Nature never did betray the heart that loved her.

'Tis her privilege through all the years of this our life
To lead from joy to joy.

For she can so inform the mind that is within us,
So feed with lofty thoughts, so fill with forms of beauty,
That neither evil tongues nor false judgments
Nor sneers of men, nor greetings where no kindness is,
Nor all the dreary intercourse of daily life,
Can e'er prevail against us, or disturb our cheerful faith
That all which we behold is full of blessing."

SCHOOL HYGIENE.

ALBERT J. DUPUY, Jeanerette, La.

Rohe says: "The hygiene of schools comprises the consideration of the sanitary principles underlying the construction of school houses and school furniture; the proper amount of time to be devoted to study at different ages; the special diseases of school children, their causes and means of prevention."

A scientific treatment of the subject would embrace a careful and extensive discussion of School Hygiene as outlined by Doctor Rohe. But this paper will not carry with it the pretention of being scientific. It will aim to be only practical and suggestive and, if possible, helpful.

"Science" is the general topic in this department. When I look at the sub-topics and see Geography, Agriculture and Nature Study thrown in with School Hygiene, I am lead to believe that science is a broad subject. It is indeed, and in the teacher's mind means everything useful and helpful in life.

The words "useful and helpful" bring to mind the instructions of the president of this department in assigning me my subject. She wrote to me saying that she wants to "get before the teachers a consideration of what we can do to help the children to sane living." That is the idea. It will be my guiding star in treating this subject.

I will not attempt, as I said before, to be scientific, which attempt when made by unscientific people results in making the discourse stilted and pedantic. I shall merely try to get before you a few pertinent facts relative to correct and sane living. I shall omit the oft-repeated facts in regard to the number of cubic feet of air required for a child in the school room, the number of feet from the blackboard the child must be placed in order that he may see the written matten thereon, the construction and arrangement of school furniture, the amount of time children of different ages can judiciously devote to study without injury to their health, and school diseases and their cures, all of which teachers have heard discussed time and again.

A discussion of those problems would have its value, but there are other simpler and more elementary problems that we can talk

about with more benefit to ourselves and the children. Anyway, can we speak intelligently about some of the matters that I have just mentioned? For instance, I have read that in a school room a child requires 300 cubic feet of air space and twenty feet of floor space. Now those figures may or may not be correct, as far as I know. I know of no way to verify them. Furthermore, that knowledge is not so important to the great body of teachers, for there are not many of them within whose province it falls to supervise the erection of school houses, nor to plan them.

Now, please do not understand me to mean that those matters are not important. They are, and mean much to the teachers who have occasion to use them. But here are other subjects which the ordinary teacher ought to understand first, and which are very seldom discussed in teachers' meetings. Knowledge of the amount of air and floor space required for a child and school diseases, etc., is knowledge of school hygiene; but knowledge of the things I am about to speak of is common sense, a valuable asset many learned people do not possess.

I think it was Pythagoras who said in substance that to be learned is not always to be wise. That is quite true with teachers sometimes. They are crammed full of knowledge about abstruse subjects, but exercise little judgment in living up to the principles of sane living.

It is a fact known to all people that pure air is a great health producing element. Yet how many children are deprived of it! And some of those children are under the care of educated men and women. Some of the superintendents and principals whose business it is to go from room to room can testify that they sometimes find on winter days school rooms in which the temperature is 70 degrees, and in which all of the windows are down; and other rooms in which the temperature is 50, with all of the windows raised. This is criminal negligence. When the attention of the teacher is called to the condition of things, she invariably answers, "I was so busy with the lesson and so interested with it that I forgot all about ventilation." What happens to the automobile when the chauffeur is so interested in running his machine that he forgets about the fuel?

Let the teacher bear in mind the following warning issued by

physicians: Pulmonary troubles often originate from poor ventilation, cold draughts, overheated rooms and foul air.

The State Board of Health is waging war on consumption. They are trying to preach to the people of the State the principles of preventive medicine in so far as tuberculosis and other contagious diseases are concerned. That is hygiene. It may not be school hygiene. But the Board has carried the fight into the schools—a representative of theirs has made the rounds of the State and preached to the children upon the subject.

Consumption may be transmitted from one person to another by kissing, and, since kissing is one of the requirements of society, it is a social evil. But, if I am correctly informed, kissing is not in vogue now amongst society "swells;" and, it matters not whether its disuse is due to their knowledge of the evils resulting therefrom or to some mere erratic notion as to what is proper or improper, it is a good thing.

We want to tell the pupils of how consumption is transmitted by kissing, by careless and unrestricted spitting and by drinking from a cup commonly used by all of the pupils. They should not only be taught those truths, but a watch should be kept over them to see that they do not violate the health rules in respect to them.

It is not the purpose of this paper to explain the principles underlying the transmission of tuberculosis through the above-mentioned means. They, together with the theory that the disease is not an hereditary, but a contagious one, are now undisputed facts. And when it is considered that it is one of the diseases that produces the greatest rate of mortality, it is astounding that so little attention is paid to it.

It is my purpose merely to call your attention to these facts, and ask you to co-operate with the State Board of Health in disseminating those truths which would tend to sane living. Impress them upon the children. They in turn may teach the old folks at home—you know sometimes "the child is father to the man." They will at least remember them themselves. Probably your efforts then will not be in vain.

There are many ladies before me as I read this paper. Therefore I approach this part of my talk with fear and trepidation, as what I am about to say may be considered as unwarranted inter-

ference in matters concerning women only. Yet a brave man will perform his sworn duty at any cost.

Have you noticed the awful figures or representations of women on fashion plates? (I use the word "awful" advisedly.) Nature never intended that women should be bridled and corseted and braced and strapped as they would of necessity have to be if they attempted to copy after the cuts in the fashion books. Some of them really do attempt the transformation, and consequently produce deformities from which they suffer pain. And when it is considered that women, already weaker than men by nature, become physical wrecks and the chief supporters of physicians by thus abusing themselves, it is astounding that more is not done and said in the school room to show the children those evils, and to teach them that women as children of nature are healthier and more beautiful than the artificial make-ups hopping around on high-heeled shoes.

Teach them those things, teach them that with women, as with men, that beauty of form, grace of body and the rosy complexion are the results of following the laws of nature in regard to outdoor exercise, wholesome food, sleep and rest, pure air and fresh water, not the results of forcing nature. Teach the coming generation those things, not only by precept, but by example.

It is strange how style and vanity will affect us. I have seen girls and women (some of them teachers) with pretty arms wearing elbow sleeves in mid-winter, when those of the sterner sex were wearing three sleeves, two very probably being of wool. It seems to me that that is wrong from a hygienic standpoint, and, as much as I like to see pretty arms, I would deprecate the practice. Let me explain why I think it is wrong.

In physics, we learn that energy is the power of doing work, and that the source of energy is heat. Of course, those definitions apply to machines and machinery; but you cannot find better ones to apply to human beings. Energy is the power of doing work, and heat is the source of energy. Now, if the body is subjected to a temperature below 37 degrees C., or 98 F., radiation takes place. That means that the body loses heat, and when the body gives off too much heat the source of energy is diminished. And physicians tell us that the unprotected body exposed to a low tem-

perature causes a chilling of the body and congestion of the internal organs.

Suppose that the connections between a boiler and an engine be leaky or that they have so much unprotected surface that a large part of the steam is lost either by leakage or radiation before it gets to the engine. What is the result? That is an elementary question that a child can answer. Suppose a person is thinly clad that radiation takes place too rapidly. What is the result? A too-sudden cooling off of the body and congestion of the internal organs, as the physicians tell us; and either an extra supply of heat and energy producing matter must be furnished or there will be a want of energy.

The point that I want to make about this thing of dressing is that teachers must try to impress upon the children the requirements of nature in the matter of clothing, and to show that when her laws are violated she imposes a punishment terrible in proportion to the transgression. Nature is a hard-hearted but a just judge.

I desire to close this paper with an appeal to the teachers to interest the children in outdoor exercise and gymnastics. I wish I had time to discuss games and sports from moral and physical standpoints, but that in itself is a subject requiring lengthy treatment. Suffice it to say that games, looked at from a moral viewpoint, develop and foster such virtues as patience and forbearance, courage and fortitude, and honesty and integrity; and, looked at from a physical standpoint, they develop, and their occasional regular indulgence foster grace and beauty of form, strength and agility, and health.

Exercise is good for both boys and girls. The old notion of making toughs out of the boys and little "ladies" out of the girls is fast disappearing. That notion has been replaced by the common-sense idea of physical development for both boys and girls. Perhaps the girls do not need such strenuous training as the boys. They need only as much as will give them health, and fit them for the lighter duties of life. But the boys want physical training and development that will fit them for the heavier work of earning bread and protecting the weak and innocent.

REPORT OF THE HIGH SCHOOL DEPARTMENT.

The High School Department of the Louisiana State Public School Teachers' Convention, met in the Lecture Room of the Physical Laboratory, Tulane University, Friday, April 10, 1908, at 9 o'clock A. M. President C. M. Hughes of Bunkie, La., presiding. In the absence of Miss Anna Johnston of Shreveport, La., Secretary, Miss Lelia Williamson of Bunkie, La., was elected Secretary pro tem. After a few appropriate introductory remarks, President Hughes introduced Dr. S. E. Weber of Baton Rouge who delivered an able address on "The Place of the High School in the Louisiana Public School System."

Mr. Geo. W. Reid of Monroe, La., who was to discuss "The Louisiana High School Curriculum," being absent, Mr. Thomas of Baton Rouge spoke briefly and forcefully of the conditions in Louisiana. He said, in part:

"There are many teachers from the various States teaching in the high schools of Louisiana and these teachers have brought with them the ideals from their several States and so Louisiana schools are being given the best from all these different systems. We need more and better prepared teachers, who can and will arouse the aspirations of the pupil to the extent that those who enter the high school will complete the course and not drop out as the recent statistics show the present tendency to be. The chasm must be bridged between the grammar school and the high school. Science, arithmetic and literature, are the most important work of the high school. Mr. Thomas did not think the four years' course proposed by Dr. Weber practical under present conditions.

Following Mr. Thomas, Mr. W. W. Tison of Melville, La., read a most interesting paper on "The Preparation of the High School Teacher." Mr. F. D. J. Kaessman of Leesville, La., was called on to speak of the high school from a university man's point of view. Mr. Kaessman urged the establishment of a great central high school in each parish with all the other schools acting as feeders. One high school with an efficient corps of teachers and all the necessary equipments could accomplish more than the many schools under the present system. Then, he said, the four years' course would be made possible. Dr. A. B. Coffee of Baton Rouge was introduced by Mr. Hughes as a man who had won the love and

admiration of all the teachers in Louisiana during the short time he has been in the State. Dr. Coffee delivered an impressive and eloquent address on "The Education Problem, or the Bigness of It All." He said in part:

"The educational problem is the most appalling issue before the American people to-day; but it isn't the problems of to-day that we are preparing for, but those of the to-morrow, and each to-morrow brings before us an unseen problem. We cannot reach the standard but we must prepare the pupils for the standard."

Dr. Coffee gave an interesting account of the evolution of the high school and endorsed the suggestion made by Mr. Kaessman of a central high school in each parish, and urged the employment of only prepared teachers, those who had had professional and academic training. Men who were productive and would keep growing. The Chinese will not permit an unlearned or unskilled physician to practice medicine in their country and we Americans, the most progressive people on earth, permit unskilled teachers to enter our schoolrooms. The genus "pull" and the genus "conceit" are wonderful powers in our school system.

Dr. Gwinn of Tulane University called attention to the report on high school published in the National Educational Review in 1907. It is the statement of the seventeen men who were appointed as investigating committee, and urged all high school teachers to get that report and read it.

Mr. F. D. J. Kaessman of Leesville introduced a resolution of thanks to Doctors Weber, Gwinn and Coffee for their scholarly and helpful addresses.

Mr. J. M. Barham of Marksville, La., introduced a resolution to commend the State authorities for employing Dr. S. E. Weber of Baton Rouge as State Public School Inspector. The resolutions were adopted.

The following resolution, offered by Mr. Kaessman of Leesville, was adopted:

"*Resolved*, That it be the sense of this meeting to urge every principal to use all possible personal influence with the representatives of their respective parishes to indorse all educational measures or legislation."

The resolution was adopted commending the steps taken by

"Tulane University to accept only high school graduates and to urgé all schools with the exception of the Industrial School to follow the example set by Tulane.

The election of officers was then held and resulted as follows:

President—Mr. J. M. Barham, Marksville, La.

Vice President—Miss Marion Brown, New Orleans, La.

Secretary—Miss Lois Chapin, Roseland, La.

Dr. Dinwiddee of Tulane University, on behalf of the faculty and students of the university, invited the assembly to lunch with them. The invitation was accepted after which the motion to adjourn was carried.

C. M. HUGHES,
President.

LELIA WILLIAMSON,
Secretary.

THE PLACE OF THE HIGH SCHOOL IN THE LOUISIANA
PUBLIC SCHOOL SYSTEM.

S. E. WEBER, Baton Rouge, La.

Historically complete educational systems have almost invariably been evolved from a downwards growth. The monastic and cathedral schools of the Middle Ages, the revivals of the Classics, the demand for a practical education on the part of the commercial towns in Europe, the study of religious philosophy, gave birth to the university. The ranks of the university had to be replenished from students coming from the academy. On the continent the Protestants, under the leadership of John Sturm, and the Catholics, under the leadership of Ignatius Loyola, prepared the students who were to go to the university. In England the endowed public schools served the same purpose in fitting boys for Oxford and Cambridge. In New England the Latin school was the gate to Harvard or to Oxford and Cambridge. In the South, where settlements were more remote from one another, men of means engaged the services of competent tutors to prepare their sons for William and Mary College, or for Oxford and Cambridge. For our present discussion it is needless to trace European educational movements any further, but we must limit ourselves to our own country.

Although Massachusetts had a law as early as 1647 providing for the establishment of high schools in towns of "100 families or households," the movement did not gain a permanent foothold until 1821, when the Boston "English Classical School" was established. After Massachusetts had become a royal province, the colonial law was re-enacted and an attempt was made to strengthen the law by imposing a fine of twenty pounds per annum on all towns affected by the province of the law. Regardless of such a provision, not all of the old towns and few of the frontier towns complied with its requirements, but preferred rather to pay the fine incurred through neglect. In consequence the public high schools established in the North during the seventeenth and eighteenth centuries, in few instances, attained a creditable standing in the community. In the South, where competent tutors were employed to prepare the sons of the wealthy for the higher insti-

tutions of learning in this country and the mother country, and where the common school education of the poorer classes was in the hands of indentured servants, ex-convicts or other people wholly unfit to be teachers, no public high schools sprang up during this early period.

For the reasons already mentioned, interest in popular education lagged in the North and in the South. The common schools fell into disrepute and were generally dubbed "pauper schools," to which many people thought it a disgrace to send their children. In consequence of such sentiment the children of many people were not sent to school at all, while those who had the means sent their children to the private academy, which dates its origin to 1763.

The academy now became the feeder for the university and learning became the exclusive possession of the few.

The establishment of the Boston "English Classical School" in 1821 was the dawn of a new era in American education. New York followed in 1825 by founding the public "High School for Boys." In 1838 and '29 similar schools were established in Philadelphia, Baltimore and Charleston. While it was the expressed and implied purpose of the private academy to prepare for college and university, the public high school came into existence with no such aim.

What is known as the middle class of people began to feel the need of an education extending beyond the mere rudiments taught in the common schools. This class, made up largely of those who were engaged in commercial activities, called for a kind of training not offered by the private academy.

The real purpose of this new institution is nowhere more definitely set forth than in the first report given out by the "High School Society" of New York in 1825:

"It should never be forgotten that the grand object of this institution is to prepare the boys for such advancement, and such pursuits in life, as they are destined to after leaving such institution. All who enter the school do not intend to remain for the same period of time, and many who leave it expect to enter immediately upon the active business of life. It is very plain that these circumstances must require corresponding classifications of scholars and of studies."

Here is, in all probability, the first hint of a possible election of courses adapted to fit the individuals for practical life. We must confess that where the original purpose of the public high school is perverted in that pupils are advised to take certain courses to prepare themselves for this or that college or university, no such aim is apparent. Another significant fact to be remembered is that our public high school is indigenous to American soil. It is a democratic institution. Its rise can not be traced to any desire on the part of our people to ape the educational practice of any other country. Its origin resulted from the conscious need felt for extending the courses of our common schools for the good of all who have not the means to seek further definite intellectual improvement. In those cases where the individual does go to college or to the university an additional end is attained.

The growth of the high school movement is nothing short of remarkable. In less than ninety years the enrollment has reached a little more than three-fourths of a million pupils. With but forty high schools in the whole country in 1860, we have grown to 8,031 high schools in 1906. The most rapid growth has taken place since 1890. In 1890 there were 2,526 public high schools; in 1906 there were 8,031, or more than three times as many. In 1890 there were 202,963 students enrolled in the public high schools; in 1906 there were 722,692, or more than three times as many. In 1890 the per cent of the whole number of students in secondary schools was 68.13 public and 31.87 private. In 1906 the percentage in the public high school is much larger and the percentage in the private school is much less, namely, 87.66 and 12.34, respectively, showing a gain in the public high school of 28 per cent and a loss in the private academy of 61 per cent. The number of high school pupils for each thousand inhabitants shows equally interesting results. In 1890 there were 5,900 high school pupils for every million of inhabitants in the United States. In 1906 the number of high school pupils (private and public) for every million of inhabitants had risen to 11,000, or over 1 per cent of the total population. Applying the available data to the number in the public high school, there are a little more than eight high school pupils to every thousand population, as compared with 3.6 in 1890.

These figures are cited to show the progress of the high school movement due to the common recognition of its importance. Of the total number of pupils in the public high school less than 10 per cent are preparing for college. From these 10 per cent the colleges and universities expect to get the largest number of their recruits. A table of comparison based upon the reports of Harvard University for the years 1891 and 1900 shows that the annual entrance of public high school graduates has risen from 128 to 212, a gain of 65 per cent, while the annual entrance of private academy graduates has decreased from 147 to 105, a loss of 28 per cent in nine years (1891-1900).

The quality of those going to college or university compares most favorably with the quality of students prepared at a college preparatory school. In support of this statement we need but refer to a recent statement made by President Eliot. In an address delivered before the Philadelphia Teachers' Association he said that the best students in Harvard came from the public high schools, especially those coming from the public high schools of the Middle West.

According to the 1905 report of the State Superintendent of Louisiana there were enrolled in the 104 different high schools (not all approved) of the State 1,597 students. Computing the percentage of pupils in the high schools on the basis of the total enrollment in all the grades, we have 1.1 per cent. By the same method of comparison, taking the entire United States, we get 4.3 per cent. We have no means of determining the percentage of those attending or those graduating from approved high schools, as compared with the total enrollment in all the grades. In but a few States in the Union are the high schools definitely defined in their scope and function, and in no two States are such scope and function uniform. Each State is a law unto itself, and many high schools in many States are laws unto themselves.

It is only in those States where State courses of study are definitely outlined and carried into effect that any degree of uniformity can be attained. State appropriations to high schools are apportioned according to the number of years completed in the high schools as outlined by a State Board. To guard against any breach of obligation, New York State has uniform regents' examinations just as we have uniform teachers' examinations. As an

additional safeguard quite a number of States have inspection of some form or other. This inspection includes much more than the mechanical requirements of a State course of study. It is at this point that I wish to discuss with you the scope and purposes of high school inspection in the State of Louisiana.

In any efficient system of schools four fundamental elements enter into its makeup: (1) the quality of the teaching force; (2) adequate supervision; (3) sufficient equipment; (4) a suitable course of study. These requisites are just as necessary, if anything more necessary, in the high school as they are below the high school.

Since 1839, when Horace Mann effected the establishment of the first normal school in Massachusetts, we have recognized in this country the necessity of special preparation for the elementary teacher. The founding of normal schools in nearly every State in the Union, the organization of teachers' training classes, summer normals, teachers' institutes, courses of pedagogical reading, are all evidences of this fact. By law the State exempts from taking teachers' examinations those who have undergone the required period of training in a normal school, and the State makes certain exemptions to those who have met some of its requirements in a satisfactory manner in other institutions. The qualifications for teachers in the high school are not so clearly defined. As a matter of fact, in most States the qualifications of the high school teacher are legally synonymous with those of the grade teacher.

It is only within the last ten years that the question of special preparation for teaching in the high school has received serious attention by school men and school women. At the last meeting of the National Educational Association the Committee of Seventeen which had been appointed at the National Educational Association meeting of the previous year to inquire into the need of special preparation of high school teachers submitted its recommendations. While there is considerable diversity of opinion among these seventeen men, yet there emerged from the discussion a number of recommendations in which all agree. These are briefly:

1. That the academic preparation include the following ele-

ments: (a) A detailed and specialized study of the subjects to be taught;

(b) One or more subjects from a group including history, economics and sociology;

(c) A course in general psychology.

2. That definite study be given to each of the following subjects:

(a) History of general education and secondary education;

(b) Educational psychology, with the emphasis on adolescence;

(c) The principles of education, including the study of educational aims, values and processes;

(d) Special methods in the secondary school subjects that the students expect to teach;

(e) Organization and management of schools and school systems;

(f) School hygiene.

3. That opportunity be given for observation and practice teaching with high school pupils:

(a) In practice school;

(b) In public or private high schools.

4. That the minimum requirement for a secondary school teacher be graduation from a college maintaining a four years' course and requiring four years' high school work for admission, or from an institution having equivalent requirements for admission and giving equivalent academic scholarship.

5. That the subjects mentioned under (2) be distributed through the last two years of the college course.

These are the recommendations of men who are authorities along this line by training and experience. They have set the goal of excellence so high that it will take those communities with ample means years to approximate. The recommendations are reasonable in that they are all possible of attainment to a greater or less extent. We need not be discouraged if we do not measure up to the standards because our company includes practically the whole body of high school teachers in this country. In classifying the teachers of the high schools of this State according to their academic credentials I find that in the twenty-eight schools visited thus far there are forty-one college graduates, thirty-nine graduates of normal schools and eleven who hold first grade certificates.

The schools visited are fairly typical of all the high schools in the State. It should be stated in passing that many of those who hold normal diplomas or first grade certificates are taking courses during the summer to improve their scholarship and broaden their training. This is as it should be. Qualifications for all grades of school work are constantly raised. High schools are no exception to this general rule. Why should they be? The time has passed when any one of sufficient scholarship is accounted capable to teach the adolescent youth. During this period of growth, extraordinary susceptibility, awakening judgment, natural skepticism, the trained man and the trained woman can be of greatest service to the individual. much more than scholarship is necessary to make the high school pupil permanently self-directive. This is the best period to establish the elements of self-culture under proper guidance.

I believe, without fear of contradiction, that one of the very best paragraphs in our school laws is that which raises the standard of the parish superintendent. Sufficient and intelligent supervision gives a unity to a system of schools that can not be attained in any other way. There is a strengthening of all the forces at work. Through such an economy of time and effort better results are achieved. Of the twenty-one parish superintendents visited thus far, thirteen are college men, most of whom have had much practical experience in teaching. Such supervision is invaluable to high school principals and high school teachers. The weakest spot in many of our high schools is the lack of periods principals have to visit other grades in the high school or below the high school. Of the twenty-eight schools visited, ten principals have no vacant periods at all during the day, when they can visit the work of other teachers in the high school or of teachers below the high school. Five principals have but one period a day, while the others have from two to five periods a day. This condition, I believe, is fairly typical of the high school situation in Louisiana. A minimum of two periods a day for supervision seems to me a very reasonable demand for principals to make, if they are to be expected to perform properly the function of a principal. There comes to my mind, now, the memory of two high schools in Louisiana of about the same enrollment. Two principals of about equal efficiency preside over these schools. The one principal has two vacant

periods and the work in all the grades is uniformly good. The other principal has no vacant periods. He does excellent work with his classes in the high school. The teachers of the third and fifth grades are incapable. Their grades are suffering from the poor teaching and will suffer from the effects in the higher grades if such teachers are not improved or removed. The principal, through lack of time, has not the knowledge nor the means to effect the desired change in the situation.

The most necessary equipment lacking in most schools is a sufficient teaching force in the high school, as well as below the high school. In most schools an additional teacher could be utilized to teach several subjects in the high school, thus relieving the principal, but primarily to supervise the work in music and drawing in all the grades, including the high school. This phase of school work is just as important as any other and should not be neglected as it is in most schools. It is encouraging to know that in several instances high schools have separate supervisors for music and drawing. In some instances a supervisor in one or the other is provided. To give opportunity for specialization most of our high schools have the departmental plan, sometimes extending through eighth and seventh grades. It is an unfortunate arrangement that teachers of the lower grades have to be drafted to do some of the higher grade work when no qualified high school teacher is available to do the work.

The most necessary equipment is sufficient teaching force. Let us hope that the time will come when no elementary school teacher will have more than a maximum of thirty pupils and no high school teachers will have more than a maximum of twenty pupils. Along with adequate teaching force should go sufficient play ground and a sufficient number of comfortable rooms where the children are provided with enough pure air, adequate light and modern school furniture. At this point it may be noted that among the twenty-eight high schools visited there are sixteen provided with suitable buildings and grounds. Among the others, eight have already taken definite steps to erect new, modern school buildings. For the teaching of English classics appropriate libraries are being established and utilized.

In the teaching of the sciences our high schools are the *most* deficient. Biology, physics and chemistry should be taught by lectures, texts and experiments. To get the best results in biology a laboratory is necessary. Biological dissecting instruments, microscopes and lantern are indispensable. Few schools are equipped with any of these. Eleven out of twenty-eight schools have apparatus to do experimental work in physics. Seven out of the twenty-eight schools have a chemical laboratory. The remainder have no equipment whatever to teach the sciences by the experimental method.

Out of the 104 high schools in the State 52 are approved by the State Board of Education. The approved schools follow the State Course of Study covering three years of high school work. The graduates of the approved schools obtain the diploma of the State Department upon satisfactory completion of the State Course of Study. For the present it is the aim of the State Department to bring the high schools of the State to the standard of efficiency set by this course.

In quite a number of States public high schools are encouraged by separate State appropriation. By means of such appropriations existing high schools are greatly improved and the establishment of other high schools is made possible. I believe that Louisiana would obtain equally gratifying results by aiding its high schools in a similar matter.

ACADEMIC TRAINING FOR TEACHERS.

W. W. TISON, Melville, La.

I feel that it is a compliment paid Louisiana and her teachers to say that they realize that they do not know it all. Any nation or State which feels that it has a great work to do, and is putting into play all its energies to do that work, is said to be a progressive nation or a progressive State, as the case may be. Now as we look around us, and see what our State is accomplishing in all lines which mark progress, but in lines, especially, educational, we are forced to the conclusion that she may well be classed as a progressive State. Josh Billings once said, "When a man gits perfectly contented, he and the clam are fust couzins." What about changing the statement to read thus: "When any State gits perfectly contented, it and the clam are fust couzins"? If this is true, it is not difficult for us to see that there is no kinship between our State and the clam.

The teachers of Louisiana can well be classed in the category of a more thrifty family than in that in which the clam is classed. You, yourselves, know that Louisianan is making great strides educationally, and you know why she is making such strides. So what I have to say will be more as reminders offered than as new things taught.

In discussing the subject, "Academic Training for Teachers," do not let us banish from our minds the subject "Professional Training for Teachers." The former is the training to give subject-matter; the latter is the training to give the "how" to present that subject-matter. And since the one sort of training is the *sine qua non* of the other, all effective teachers must have had training both academically and professionally. The two go hand in hand. The one is a supplement of the other. Therefore, in considering this subject, we trust we may be so liberal as to be unbiased. But now that the subject faces us, we must ask ourselves "Why do we need better academic training?" You are probably better prepared to have this question thrust upon you than would have been a body of teachers of fifteen years ago; for we believe that most of you know that knowing a way to teach is not all that is required of an effective teacher. However, professional

training means a great deal, as the normal school has proved to us.

With the advent of the normal school in 1839, an attempt was made to correct the deficiency in pedagogical training of teachers. Naturally, therefore, the pendulum has been swinging since that time in the direction of didactics. The theory and art of teaching have been receiving more than their just due. Method and device with many are becoming a fetish.

When one thinks of one's professional training receiving so much of his attention, to the exclusion of his academic training, it reminds him of what is being done in the liquor-world to-day; for a great many who are teetotalers to-day may be toppers in a few years after the passing of the wave. The prohibition or anti-saloon wave is sweeping the whole country. How long will it last? Some say for a few years; others say that this sweep is final. However, we know what it has done. It has been, for many years, swaying first to the one extreme and then to the other. Now, we do not like to think of our teaching force as having this high-water mark at one time and low-water mark at another. We believe in having the didactic stream and the academic stream flow simultaneously, and with equal volume so that our current may be uniform. We believe in this uniform current's being made up of currents of equal volume. That is, this is the ideal state of things, but I fear that very few of us have the uniform current consisting of as much of the academic as the theory and art current.

The normal schools of our country are supplying the great bulk of our teachers, and I fear that most of our teachers as they emerge from these schools, feel that if they take care of the method of teaching, the subject-matter will in some miraculous way appear, if they are not fortunate enough in having it. After they come forth, full fledged from these schools, it requires at least one year's teaching experience to convince them of their deficiency in subject-matter. Some of our normal graduates, especially those who intend to teach only a year or two, go to seed on method and devices. Others, who intend giving a longer service, have a more liberal view. They feel that to be a drill-master or a method-master is not sufficient. They comprehend that the art of teaching avenue and the academic avenue must be cared for at the same time. They realize that in order that they may not be stamped as one-sided, one channel must counter-balance the other.

The State Institute Board saw three years ago, when it provided for the holding of a summer normal at Baton Rouge, this tendency on the part of some of its teachers for more scholarship. That normal met with such gratifying success that the plan for another normal for graduates and first grade teachers was carried out this summer. Other normals are held at different points throughout the State, but they are held more for the purpose of giving the attendants a working knowledge of the theory and practice of teaching and of *arousing a professional spirit* than of improving them academically. What about the attendants of the Baton Rouge Summer Normal or the Tulane Normal? For what do they attend these schools? It is scholarship they are hungry for? It is subject-matter they are crying for. Ask your friends who intend going. They will give an answer equivalent to this: "We are going to get academic work."

Have you ever asked what teacher it is that attends this type of school? In this sort of school does the elementary or the secondary teacher predominate? And do not most of the elementary teachers who attend have in mind to seek high school work later? If one should examine the roll of last year's summer normal students, I dare say that it would be found that one-half of the number were high school supervisors, high school teachers and teachers who expect to do high school work soon.

This kind of normal work done year after year will result in what? Besides the patronizing of our Southern schools for teachers, two results must be the outcome. First—The high school will become more and more an articulate part of our educational system. Second—The teachers who do this academic work will bar out the less competent teacher. Our high school as it stands to-day is not an articulate part of our educational curriculum. Our high school here is in its infancy. As yet it does not fill any sphere of its own; it does not perform any specific work. It does not, in the way it should, form a connecting link between our elementary school and higher institutions. How long will this secondary school have to wait before it can look down on the elementary school and say, "We demand so and so from you," and then look up and say to the higher schools, "We demand so and so of you"?

When we have our high schools exacting such things from the

lower and higher schools, they will occupy a place of their own. When such things exist, the students will no longer think that the high school is a place to exist the three years while they are passing from youth to manhood; but will know upon graduation that they have completed a definite amount of their educational task. They will be sure as to what should be the next step. The time is near when the college and university will co-operate with the high school and not allow students who are not graduates of a high school or its equivalent to pursue their courses.

This is no dream. To illustrate, the following statistics are given: The number of high school graduates who enter the Louisiana State Normal is fifty per cent higher than it was four years ago. This number we feel is not sufficiently great when we consider that there are now one hundred per cent more accredited high schools than there were four years ago. Four years ago there were twenty-six; now there are fifty-two. Educationally, the South is in its formative period. We do know that the high school is becoming a distinct joint in our educational system, and will continue to be more so as our high schools are filled with scholarly men and women. This independent branch will be as soon as the boy and girl feel that the diploma stamps them as being liberally educated.

Besides placing our high school as an articulate part of our educational system, the higher, or academic, training for teachers will result in barring out them from the high school sphere teachers who do not desire higher education, in fact we are now precluding the incompetent teacher. And is it not a feasible prediction that laws will soon be passed in this State (and in all others which have not the necessary legislation) demanding that the teachers, in order that they be eligible to high school positions, must have a certain amount of higher education? It seems that the instituting of this higher-grade summer normal is a foreboding of this state of things. Several years ago a law was passed in this State which read to this effect: "School Boards shall appoint normal graduates and teachers of special training in preference to teachers holding inferior certificates." It is safe to predict that especially the high school teacher of the future must possess college, or some sort of university, training.

Doubtless there are very few secondary teachers who have not

special training. More and more is being justly required of the teacher. So in a few years, if we wish to hold our positions, we shall have to bear a larger stamp than a normal diploma. Do not understand me to be disparaging the normal school, for I do not think it is the purpose of the normal to fit teachers for secondary positions. However, I do say that Louisiana needs more university and college graduates or normal graduates who have done some sort of university work.

Some say that we can not have these kinds of teachers at present salaries. We can; for in that the salaries are better and will continue to get better, the teachers realize an encouraging profit on every dollar spent on pursuing higher education. The profit derived from money spent on one's preparation for teaching is beginning to be commensurate with profit from capital invested in any other way. Do you find this to be true of the money you have invested? So it must follow that the high school of the future must be filled with more scholarly minds than they are at present. The incompetent teacher who is filling secondary positions to-day, will not be filling them a few years hence. As the high school, a unit of our educational system, grows; as the sentiment in favor of high schools grows, the teachers who do work in the high school must grow. Grow, too, at a more accelerated speed than they have been growing in the past. To show that it devolves upon us to mend our pace, let it be stated that of the six hundred and twenty normal graduates who are now teaching in this State only one-half attend normals for graduates and first grade teachers, about one hundred and twenty have done some sort of university work since graduation, and about twelve per cent of the six hundred and twenty-seven are teaching in high schools or other secondary positions.

Most of the discussion of this subject has been confined to that part which applies particularly to the high school teacher. It is done not only because I was inclined to look at it from the high school standpoint; but that it is thought that the greatest deficiency in our educational work lies in the high school. However, do not understand me to imply that the elementary teacher is a paragon of what he elementary should be. Let her pursue academic study; for she, as the high school teacher, ought to know ten times as much as she has to teach.

Now we wish to judge whether or not we are found wanting by presenting some high school statistics of some of the States of the Union. After arraying these figures, we may see how we stand comparatively with other States. These statistics are taken from *The School Review*, edited by the University of Chicago Press. In treating the theme "Preparation of High School Teachers," Mr. Frederick E. Bolton of the University of Chicago says, in part:

"In Iowa, the most democratic and individualistic State in the Union, there is utter lack of uniformity. All depends upon local autonomy. There are 185 high schools on the accredited list of the State University. In these there are 879 teachers, including principals and superintendents. Of these 453 are university or college graduates, 185 have had from one to three years in some college, and 84 are normal graduates only. The remainder have had very little academic or professional training.

"In Maine, according to laws of 1904, the highest grade of State certificate is necessary to teach in any free high school of the State.

"Massachusetts has two hundred and sixty-two high schools, requiring 1,820 teachers. Although the law does not specify any particular grade of certificate, the sentiment of the people has secured a high grade of teachers. Of the teachers in the high schools, 1,410 are college graduates. It is safe to assume that the remaining 410 are at least normal graduates. Only 98 have taught for less than one year.

"According to figures furnished by State High School Inspector Aiton, there are 192 high schools in Minnesota, employing 870 teachers including superintendents. Of these, 733 are graduates of a college or a university, and only 56 are graduates of normals.

"In Montana, it is provided that no person shall be employed as a teacher in high school, or as principal teacher in a school of more than two departments, who is not the holder of a professional county certificate or the holder of a life State diploma issued by the State board of Montana, or is not a graduate of some reputable university, college or normal school.

"In New York, college graduates are given provisional certificates valid for two years. In this State 39 per cent of the high school teachers and 43 per cent of the principals are college graduates

California has set the highest pace in the United States with reference to qualifications of high school teachers. Under statutory provisions, the State Board of Education grants all certificates for teaching in the high schools of the State. These may be obtained by examination or otherwise; but no credentials shall be prescribed or allowed unless the same, in the judgment of said board, are the equivalent of a diploma of graduation from the University of California and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the State Board of Education of this State, and include a recommendation for a high school certificate from the faculty of the institution in which the pedagogical work shall have been taken.

Now, from the statistics, we can, in a way, see how we stand educationally. By setting forth these figures, we are able to know that Louisiana is neither in the van nor in the rear; and if she continues her present progress, she will soon gain front ranks. Speaking educationally, Louisiana has been, for the past four years, marching in double quick time. What shall be the characteristic step for the next four? This must be determined not by the local board, not by the parish board, not by the State board—but by the individual teacher. The earnest work of the individual teacher is the keynote to the situation. Therefore, let us strive severally for higher education. Why?

1. We should strive for higher education because heretofore we have been laying too much stress upon didactics and not enough upon academic training. For some time we have known how to teach, but we have not had the wherewithal or the tools with which to teach?

2. Because we wish our schools filled with scholarly men and women. Men and women who are in their respective positions through true worth—not through any mere pull with the board. In other words, we can strive and will strive because we know that the incompetent teacher will soon be discharged.

3. We should strive for higher education; for we believe that the high school, the people's school, can in no other way become a distinct, articulate part of our educational system.

4. We should strive for higher education as it is only by higher education on the part of our teachers that Louisiana is to be marched into the vanguard of the educational world.

REPORT OF THE ART AND MANUAL TRAINING
DEPARTMENT.

The Department met in the Auditorium of the Carnegie Library and was called to order by President Wm. Woodward.

The following program was presented:

1. Place of the Arts in the School Course. Mary E. Swift, Natchitoches, La.
2. Some Art Problems in Elementary Education. Gertrude Byrne, New Orleans, La.
3. Higher Standards of Familiar Art. Katherine Riggs, New Orleans, La. Discussion by Prof. Ellsworth Woodward, New Orleans, La.
4. Practical Design from the Standpoint of a Manual Training Teacher. Philip S. Hasty, New Orleans, La.
5. Relation Between Manual Training and Art. James E. Addicott, New Orleans, La.

Election of officers resulted as follows:

President—William Woodward, New Orleans, La.

Secretary—Emily Huger, New Orleans, La.

WM. WOODWARD, President.

MARY E. SWIFT, Secretary.

SOME ART PROBLEMS IN ELEMENTARY EDUCATION.

GERTRUDE BYRNE, New Orleans, La.

A general knowledge of the laws underlying human development and the fuller appreciation of the law of self-activity lead directly to the fact that the best of education of both child and adult, comes from response to individual needs as determined by the individual himself.

Modern psychology says: Socialize school subjects by bringing them into vital contact with the interest and activities of the child; provide him with opportunities for gaining power and control through the realization of personal needs; allow him free play in selecting, assorting, adapting and testing ideas and experiences that make for the solution of his problems.

Whether he wishes to or not, every human being, every day of his life, is forced to some choice of form and color in his dress and surroundings and to the use of trade-products which double their value when enhanced by taste and design. Art subjects, because they are the expression of humanity's common needs, and because they also represent the whole range of man's higher creative powers, stand upon the strong basis of social efficiency. The working out of the new aim of modern thought gives rise to important problems in the elementary education that must bring about many radical changes.

The fundamental problem is: How to lay hold of the rudimentary instincts claimed as a part of race heritage and by right use of motive and medium, so environ the child that with freedom of expression as the aim and gaining of technique the means, a steady and conscious growth of art power will come about and the life of the individual be enriched and brought into effective participation with that of his fellows, by putting his thought and feeling into forms which will uplift the thought and feeling of others.

This large problem is necessarily broken up into many smaller ones. The teacher while working out definite aims and looking for direct results at different stages of growth, must concentrate her energies first upon one phase of expression, then another, but, because of the great cultural purpose of art study, she should

demand that it be thought of equally with literature and history as a great unit of related parts and not a fragment to be added to the crowded course of study.

The primrose by the river's brim meant little to Peter Bell because, although in humanity there is some unconscious response to esthetic stimulus, mere contact with beauty is not sufficient—esthetic appreciation needs cultivation.

It is the teacher's duty and privilege to awaken in the child this sense of appreciation of beauty in common things and the love of simplicity; to develop adequate vision, by training him to observe accurately, to note relationship of whole to parts and find lesser wholes within these parts, to observe size and spacing; to compare products with realities and check up results; to notice tone values; to study structural lines as a basis for decorative motive; to form the habit of noticing how particular things cut certain spaces; in other words, to teach him to tell true and beautiful stories in new and beautiful ways.

The evolution taking place in the educative process naturally affects ideals in art subjects; the esthetic element is now a dominant factor in development, although we do not recognize that the little child's conscious motive is utilitarian. Mr. Fenelossa claims that real art power lies not in the representative element but in the structural, that realistic development grows out of the desire for finer and finer decorative motive, and that attention can legitimately carry from the representation of things to the representation of spaces, by the desire of finding finer and finer space relations. He tells us that the race is stimulated to expression by two strong elemental impulses, known as the literary, or story-telling, and the decorative. Accepting this, what kind of control can we expect from the satisfaction of these impulses and at what period of life do they manifest themselves?

Does the child respond to rhythm in art as he does in music? How far is his color sense significant? We know the delight he experiences in playing with color, yet when we ask him to paint an apple for us, his representation is but smudge until his color sense is reinforced by a feeling for form. Exercises in clay-modeling do much towards developing this feeling.

Is the child's desire for stories and his love of imitation to be made use of only in language work? Does not pictorial expres-

sion lead to good art composition, just as readily as oral expression leads to literature? Do we not make significant to the child, the importance of line, proportion, spacing, simplicity, tone-value, etc., when he recognizes that to adequately fill his need, he must make use of these art principles although he is not conscious of them as such—and is he not then on the right path towards acquiring real visual power and of later making a reaction that is worth while?

When the child shows delight in arrangement of form and color and embodies his esthetic experience in the decoration of specific articles, is not the story-telling motive then supplanted largely by the decorative and does not this tendency increase towards the period of adolescence? Crafts seem then to be the splendid means of satisfying this desire by affording direct motive for designs.

A prominent supervisor has well said that representation is our vocabulary; illustration, construction and design, our opportunity.

The working out of our elementary art problems, demands that we use each of these modes of expression, although we emphasize them at different times. Representation or object drawing, is rightfully called vocabulary, for it utilizes fundamental principles and primarily calls for good models well placed. It means studying lines of growth, finding characteristic feature of objects, noting space and proportion, recognizing relative values, etc. Illustration opens up wide fields for expression of ideas and touches every subject in the curriculum. Construction as a basis for design, is fact taking its rightful place and offers unlimited possibilities in art.

Opportunities for wide and rich experience in handling many materials and media, in selecting, assorting, comparing, adapting, experimenting with and testing in order to realize simple ends, must be afforded in early years if the harvest of youth and manhood is to yield initiative, independence and originality.

An analysis of the courses of study in the practice schools of universities where theory is put into application, is rich in suggestions as to treatment of subject-matter and technique in the grades.

At six, because seeing is indefinite and general, the child is introduced to a wide range of visual material rather than forced to accuracy of observation in any one direction. The subject-matter consists of the seasonal coloring of plants and landscape, illustration of dramatic incidents in history, literature, games, etc.—and to the decoration of such articles as the children have made during the year. The technique consists of large washes or mass drawings, the recognition of light and dark and co-ordination necessary to render silhouettes of figures and animals.

Pupils of the second grade, as a rule, are strongly imaginative and free from self-criticisms; they are fearless in pictorial expression, therefore conditions are favorable to imaginative drawings. Interest in idea should be the means of developing closer observation of natural phenomena. The technique includes the use of large washes, three tones of dark and light, relation of size and value in landscape, in figure and in action. The esthetic qualities emphasized are rhythm and balance.

The third grade pupils seem to undergo a rapid transition. Up to this period they put meanings into symbols and did not show discontent with crude efforts. Now the crudities tend to discourage them, therefore, subject-matter should lead to closer visual analysis so as to enable pupils to check up results by comparison with realities. Nature study offers a wide range and variety in subject-matter; through it both visual and esthetic powers may be adequately developed.

In the fourth grade Nature study continues to offer an admirable basis for art. Landscapes showing weekly changes, studies of trees and plants, illustrative work in history, literature, and geography form the greater part of the subject-matter. Crafts are the basis for designs. The technique steadily improves and forms, proportion and spacing are emphasized. Rectangles and circles are decorated with simple units and straight lines.

From this grade begins a more conscious study of esthetic elements in art expression, and because the artistic products of the schoolroom are eagerly desired by outsiders, a pride in achievement steadily grows.

PRACTICAL DESIGN FROM THE STANDPOINT OF THE MANUAL TRAINING TEACHER.

PHILIP S. HASTY, New Orleans, La.

The basis for Art work in our schools is drawing and design and a study of all that is good and beautiful in the work of others.

Drawing and design deal with form, size, and color. A study of the masters trains us to better understand and appreciate the best in art and nature.

Design *must* go hand in hand with manual expression, because it deals with both decoration and construction.

There is nothing made by man that is not designed. Let us consider then,

First, a statement of the simple principles upon which all design is based.

Second, the illustration of these principles in their application to manual expression in the public schools.

Design is the conception and *expression* of form and color ideas. It includes all kinds of *construction*, *arrangement*, and *decoration*. The *foundation* for design should be utilitarian, including *function*, *material*, and *workmanship*. The *result* of design should be usefulness, combined with an appeal to the sense of beauty. The *result* is accomplished through an artistic feeling upon the part of the designer, and through the application of the principles of order (variation, consistency, movement, balance, emphasis, and unity).

There are three kinds of design for our consideration:

First—Constructive design.

Second—Decorative design.

Third—Pure design.

Constructive design means two things—it means that we must embody in the design the essential characteristics of the object; and, second, that we must have beauty or enrichment. There is enrichment in structure whenever we remove a shaving *if* it serves to make the object more beautiful.

Decorative design is the addition of something to the object with the idea of giving beauty.

Pure design is for the sake of drill in design without bringing the principles to bear upon any definite object.

Without doubt a great deal of time and study may be spent with profit upon the principles of line, form, and color composition away and apart from all confusing elements of the constructive problem.

The *full* value of the principles thus learned through abstract problems cannot be realized, however, until those principles are applied to some concrete problem of construction; that is, until we combine the idea of beauty, or emotion, in terms of line, form, and color, with the questions of use, surroundings, material, tools, and processes of construction.

In the early grades basketry and simple weaving offer by far the greater opportunities for applied design. Later pottery and sheet metal work afford an admirable and ample field for the designer. Sewing and wood work offer many limitations, but if properly handled the results are beautiful and entirely satisfactory. Machine and foundry work admit of very little art expression.

The ideal arrangement would be reached if the manual training teacher might also be the teacher of design. But where is that happy combination to be found in one person who can teach both of these subjects and never overestimate the one or the other?

The art teacher who has never hammered a bit of copper, who has never made a box or shelf of wood, and who has never woven a basket can hardly be expected to intelligently and satisfactorily direct the design for these various materials.

The ideal can only be reached through a more interested co-operation between the teachers of manual training and the teachers of art, and through continued study upon the part of each.

Now let us consider for a moment a brief outline of approach to several problems in design.

First—Patterns for Pottery.

1. Function.
2. Material.
3. Contour or shape.
4. Further enrichment or decoration.

The first thing to be considered is function—general and specific. This determines the *form as regards use*.

After function must come a consideration of the material to be used. Clay offers almost no limitations except the ability of the

class. That is, clay has no grain as we find in wood; clay is pliable and offers little or no resistance; few tools are required for its manipulation.

Third comes the consideration of *form as regards beauty*. The object must conform to the rules of proportion in design. It must have a base large enough to stand upon, etc.

Fourth—In decoration consider two things:

- a. The element of strength—strength of material and strength of design.
- b. The element of space breaking. Relation of design to background. Relation of parts of design to each other.

Criticism of designs offered.

In criticising designs offered there are two main points to observe:

1. Function.

- (a) Function of piece as a whole, and (b) function of each part. Base. Neck.

Position—Hanging or standing.

Specific Use—Pansies, roses, violets, or bread and milk.

2. Surface composition—Proportions, backgrounds, etc.

3. Color composition, if any.

Picture Frame.

1. Function. Hold glass, preserve picture, limit the vision.

2. Material.

3. Size of frame.

a. Which is most important, frame or picture?

b. Is frame good for any picture of the same size? What determines? Japanese frames.

c. With or without mat. This determines size of opening inside of frame.

d. Does picture demand a heavy or light frame? Width of frame. This determines size on the outside.

4. Decoration—Much or little, and why?

Color—Consider the picture and also mat, if any.

5. Tools and processes.

How are frames usually made?

Why make of one piece? In making of one piece, of what must you be careful?

And so we might continue indefinitely outlining the method of approach to one problem after another.

In every case we should find that function, material, tools and processes *must* be considered.

Decoration, applied to a constructive problem is never the important feature. Decoration may emphasize the function, or it may serve to make the object more beautiful by *unobtrusive* application.

Allow me to quote:

"The question of utility, of adequate service, always arises as the first point for discussion in determining the general form and essential elements of a constructive problem."

"Any effort to achieve beauty by ignoring in the slightest degree the demands of adequate service in the object as a whole or in any part of its parts, to the last detail, must be considered as a misdirected effort. We may at least commend the work of the man who invents or makes a useful implement; but the man who impairs the usefulness of an article by trying to make it beautiful has wasted time and effort."

So far it is possible to draw but one conclusion: Constructive design has been and must always be, the useful and fundamental form of design.

Consider the development of design. What form of design do we find among the primitive peoples—the cave-dwellers, the Indians, the Eskimos, and indeed even the ancient Egyptians? Was it not constructive only? Even their writing was constructive, and what little decoration they did use meant something very definite in the lives of the people. The demand for beauty in line, form, and color has come only as a result of education, refinement and culture.

The boys and girls of to-day are the men and women of to-morrow. They are our future artists and artisans. They are the men and women of the future whose training and ideas must not only create, but satisfy a constant and growing demand for beauty, combined with adequate service, in our public buildings, our parks, and theaters, and in every department of the ideal modern home. In a word, they are the men and women in whose hands shall rest the social and industrial progress of the nation.

President Eliot recently said: "I have examined all the courses offered by the university and I find but one (the course in theology) in which a knowledge of drawing would not be of immediate value (and even there I think it might help in some cases). The power to draw is very greatly needed in nearly all of the courses and absolutely indispensable in some of them. A very large proportion of students now train the memory, a very small proportion train the power to see straight and do straight, which is the basis of industrial skill."

The machinist who can record accurately with a pencil his ideas of mechanical construction will one day be master, superintendent, or manufacturer. The success of the pattern-maker lies in his ability to read a working drawing comprehensively and quickly. This is his stock in trade as it were. Herein lies his chief value to his employer. The carpenter who can see the finished house clearly and truly from the plans set before him, will soon be foreman, contractor, or builder.

The success and advancement of any one in his chosen vocation—the architect, the designer of furniture, the landscape gardener, the sculptor, yes, even the surgeon or dentist, depends primarily and to a large extent upon his ability to understand and to *construct* in line and color.

To review briefly the points here made:

First—A study of line, form and color composition may be made with profit apart from the many complications of the constructive problem.

Second—Such a study gains its full value and meaning, however, only when applied to some concrete constructive problem.

Third—Constructive design is the fundamental, the basic form of design.

Fourth—Success and advancement, in many of the professions, depends to a great extent upon "the power to see straight and to do straight"; upon the power to understand and to make drawings. In short, upon *constructive design*.

And, lastly, constructive design is one of the potent factors in the solution of a great industrial problem, the problem of satisfying the ever-increasing demand for intelligent and well-trained workers in all the industries of the country.

In conclusion, I would urge strongly that the teachers of Art and the teachers of Manual Training try to do their part so that the results of their labors may be effectual in the great world of commerce and industry.

This may in part be accomplished through a far better understanding of each others work, through conscientious study, and through a more hearty and intelligent co-operation.

THE VALUE AND FUNCTION OF MANUAL TRAINING IN THE HIGH SCHOOL.

JAMES EDWIN ADDICOTT, New Orleans, La.

There is a constantly increasing tendency to modify educational methods and subject matter in such a way as to prepare more directly for present and future social activities and aspirations.

The schools must readjust their methods, their organizations, and their courses of study to meet the absolute necessity for a more practical, inspiring, progressive and effectual education. In short, modern education should recognize more fully the evolutionary—or the improving theories—regarding man's needs, his ideals, his actions, and his environment.

With advancing civilization comes a new environment; with this new environment comes new necessities; with new necessities should come such changes in the method and content of education as will most naturally enable the pupil to adjust himself to his ever changing environment?

It is this spirit of progress that is working such a revolution in the educational world; and of all the auxiliaries in this forward movement, manual training has been chief and foremost. A common belief in the genuine merits of manual training as an educational factor has brought us together in this room today.

It now becomes my privilege and duty to begin a discussion on "The Value and Function of Manual Training in the High School."

This subject—as stated—is a broad one, including (1) the *content* of manual training; (2) *why* it should have a place in the high school, and (3) *how* the subject is to be organized and conducted.

The term manual training has been applied to all sorts of work from stenography and whittling to polytechnic and engineering courses. For this reason it seems best at the outset to define terms, and to ascertain the limits of the subject as it bears upon high school work. Let us then for the present eliminate all theories and ideas we may hold applying to grammar grade work, to the kindergarten, to the college or to the university. Let us first try to get a clear conception of such phases of manual training as may be easily and naturally adapted to the high school curriculum; second, we will consider how such work may be accomplished by recommending the necessary courses; and third, we shall try to explain why such work should be offered to high school students.

Throughout the United States there seem to be conflicting and distorted ideas regarding manual training and its relation to the general scheme of education. Even manual training specialists, educators and tradesmen find much difficulty in distinguishing clearly among industrial, trade, technical and manual training schools. The work of each of these schools is similar in many respects to that of the others. Each lays special emphasis upon scientific and mathematical subjects in preference to history and languages. The hand courses offered are drawing, designing and tool work, with especial attention given to the transformation of materials by means of tradesmen's tools. Although trades are not taught in all these schools, instruction in the underlying principles of some of the industrial arts is a prominent part of the work of each. Each aims at greater efficiency among our tradesmen, and each finds its chief reason for existence in the needs and purposes of the industrial world. The chief differences among these schools are technical and educational. The industrial school looks broadly out upon the agricultural, manufacturing and commercial pursuits and aims to prepare directly for them. The trade school is a substitute for the old apprentice system, and aims to prepare directly for some trade, often omitting all academic branches of study.

The name "industrial," as applied to schools and colleges in the South, does not convey the correct notion of the superior and high class of work done in these institutions. If the word "arts" were annexed making the name read "industrial arts,"

there would be a clearer interpretation of manual training work as conducted in the South.

The words "manual training" are even more misleading than "industrial training." We are in great need of an inclusive word that will stand for the whole scheme of handwork as conducted in our kindergartens, elementary schools, high schools, and colleges. There is a rapidly growing sentiment in favor of changing the expression "manual training" to "industrial arts."

The term "manual training" at present stands for two ideas: (1) tool work for boys, such as joinery, wood turning, and forging; and (2) the whole scheme of industrial arts, including design, ceramics, domestic art, household management, agriculture and stenography. It is evident that "industrial arts" is a more inclusive term than "manual training," and expresses more clearly than "industrial" or "manual training" the work done in institutions offering technical, manual or industrial courses.

During the last ten years the scope of manual training has broadened beyond the manipulation of wood and iron, until at present it includes a knowledge of, and power over, a greater variety of materials, such as straw, clay, cotton, cereals, fruits, cardboard, reeds, metals, raffia and leather.

In its initial stages manual training as a school subject was concerned with the problems of a limited number of constructions; its theories were based upon the idea that sheltering structures protect man in his civilized conditions, and thus make possible our modern attainments and culture; it omitted two more essential needs of mankind—food and clothing.

Primitive man was concerned wholly with problems of obtaining food, clothing and shelter. Civilized man is in as great need of these three fundamental necessities as the savage, and it is only because he is able to procure them in less time than the savage that he finds it possible to acquire and enjoy the so-called higher attainments.

When manual training schools began to broaden their work so as to include the fundamental principles of all industries, it became evident that the procuring and preparation of food, and the processes of making clothing were as important from the standpoint of education as constructions for shelter. Moreover, the study of foods and clothing when carried beyond theory naturally

led to manual training courses for girls; women through all past ages and conditions of man having been the chief agents in procuring food and making clothing.

As the educator has learned to look out upon the world at large to find out what is to be taught in the school room, just so the manual training specialist should take a broad view of all the industries to determine what courses are most necessary and helpful.

Manual training includes the sum total of all forms of educational handwork that may be taught in connection with school work. A good definition of manual training in a broad educational sense might read as follows: Manual training is any line of handwork wherein the use of the hand is a necessary factor in the acquisition of knowledge or the doing of necessary work. If the purpose of handwork is not an educational purpose, it becomes merely manual labor or purely play or empty gymnastics.

The great majority of manual training schools are high schools preparing for entrance to some university or technical school. There are, however, a few exceptions, such as the Horace Mann School of New York City, the Ethical Culture School of New York, and the Isidore Newman Manual Training School of this city. These schools offer hand work in every grade of their elementary courses.

This is an ideal plan which many public and private schools have been hoping for years to carry out. The best educational results of manual training are obtained in the kindergarten and primary grades, but I have been asked to confine my remarks to secondary education.

Industrial, trade, and technical schools are established for the purpose of training and developing tradesmen of superior technical skill. Manual training schools aim to accomplish the same ends and much more; they have ever stood for a broad, liberal and progressive education, but have never underestimated the practical and intrinsic value of the customary branches of study such as history, science, mathematics and language. Thus the manual training school aims to accomplish the double purpose of training for immediate life work, and at the same time preparing its pupils for the university in case they wish to continue their institutional education. Comparison shows that a much larger ratio of pupils from manual training schools enter the universities than from

industrial, trade, or technical schools. It seems evident, then, that trade school work and manual training work are widely separated; the former looks for immediate results and minimizes the value of education, while the manual training schools aim to give a superior education by adding experience and practice to the theories of the class room.

There is a growing need for intelligent tradesmen, and the time is coming soon when the strictly vocational work of the industrial and trade schools will be offered as electives in many of our best high schools. In the past the cultural theories of education—and the faculty psychology—caused all manual training advocates to cautiously avoid any direct vocational work. With out new ideals of serviceableness and efficiency, and with a renewed and more sensible spirit of democracy, we may expect in the near future ample provision in some of our high schools for strictly vocational work.

Louisiana is far behind in manufacturing industries, and in many features of agriculture, and before long this State will realize that it is only through the schools that great progress may be made along these lines. It is one thing to say that our schools are as good or better than those of other States, but there is much work to be done before we can prove such a statement. The special needs of a people, whether they be spiritual or industrial, can best be realized through the training of the young. It is the duty of every school or college trustee, of every superintendent and supervisor of schools, and of every teacher, to study the desires and needs of the people they represent, and then modify, readjust, eliminate, and increase the subject matter of the school curriculum to meet the specific needs of the people they represent.

This means a reorganization of the high school courses of study and the introduction of manual training on broad industrial lines. In dealing with the second part of my topic—how to conduct manual training in the high schools—I shall briefly outline courses in manual training for both boys and girls, and I would like to suggest the necessary equipment for such work, but time will not permit. The courses suggested assume that the pupils have had little or no manual training privileges previous to entering the high school.

Besides mathematics, history, literature, modern and foreign languages, every manual training high school should offer courses in science, in music, in design and fine arts, in gymnastics and athletics, in bookkeeping, typewriting and stenography, in commercial arithmetic, commercial history and civics.

In all co-educational manual training schools there must be a differentiation to meet the different interests and needs of boys and girls. The best manual training high schools should offer as complete and well organized courses for girls as for boys, with equal time allotments. A manual training school which claims to be among the best must offer at least the following courses for boys: Principles of carpentering, furniture making, machine shop work, mathematical, architectural, and machine drawings. Is there any reason why brick laying, plumbing, carpentering and other trades to suit local needs should not be offered? I leave this question without attempting to answer it now.

Regarding high school girls, the vast majority of them are to be home makers, and should have some opportunity to prepare for this most important work of their lives. They should be offered courses in plain sewing, weaving, dressmaking, millinery, embroidery, and artistic textiles, pottery, basketry, simple handicrafts in wood and metal, plans and equipment of a home, cooking and marketing, home sanitation, laundrying, simple medicine and nursing.

Of course, it is not expected that all pupils shall take every subject in the curriculum. There should be an elective system allowing the pupils to choose from among the courses offered under the advice of parents and teachers; only a few of the broadest, most essential subjects should be required of all.

The third division of my topic includes a discussion of the *value* of manual training work for high school boys and girls. I regret exceedingly that a practical, common-sense statement of the needs of each and every boy and girl is not sufficient to convince al educators. We are so wrapped up in traditional ways and means, in pedagogical and psychological theories, and in our professional ideas of class-room consistencies that any departure from the beaten paths must be measured in a Procrustean bed made of materials from the pedagogical mills.

I can best answer this question of value or worth by asking the great educational question: What is the purpose and value of any and all school subjects? My answer would be that its value lies in the fact that manual training fulfils all the purposes of other subjects; it gives the people what they need to advance them in prosperous, intelligent, honest living. The manual training school is more concrete, more practical, broader in its aims, and gives a more direct vocational training, and, consequently, influences direct vocational training, and, consequently, influences directly a greater number.

Manual training *interests* boys and girls and gives them something to do, and teaches them how to do it; manual training keeps pupils in school longer, especially boys; manual training has always had a reciprocal influence over the ordinary school branches.

Manual training students have much less difficulty in comprehending mathematics and scientific subjects; and they certainly become more useful and versatile men and women.

The chief purposes of the manual training school and those of the ordinary public school are identical; both strive to put within the reach of every boy and girl the highest attainments, the noblest sentiments, and the grandest possible manhood and womanhood. The manual training school hopes to better accomplish these results by offering a wholesome supply of experiences, thus exercising a reciprocal influence between theory and practice. Just as theory lessens its conduciveness if divorced from practice, so practice, in turn, is void of efficiency if not influenced by theory.

Manual training is trying to give the theories found in textbooks a sufficient amount of practice to make these theories understood. Text-book work is conceded to be a *preparation* for life. Why not, where possible, make such study a *part* of the child's life work by immediately applying those theories in the class room? This is one of the main reasons for the introduction of manual training into an already overcrowded curriculum. In the elementary school manual training has thoroughly demonstrated its time-saving influence when properly correlated with such subjects as geography, arithmetic, science, history, and drawing. Hand work is not a mere training of the hand without relation to other school subjects, and without mental exertion and control. It is not the simple process of training a carpenter, a blacksmith, a

seamstress, or a cook; it is something deeper and more subtle than this, for it is now considered by educators, sociologists, and psychologists to be an essential part of a well-rounded education.

The educational objects of manual training may be briefly stated as follows:

1. To train the eye and hand to be more able agents of the brain, and to train the brain by allowing it to realize its theories and ideals more concretely than is possible through language alone.

2. To allow a more complete exercise of the creative faculties.

3. To develop a taste for the beautiful in form and color.

4. To lend interest and freshness to school life, and give relief from abstract brain work.

5. To give respect for hand skill and enjoyment in it, thus fitting the pupil for its further acquisition if manual work proves to be his chief business in life, and its appreciation if his pursuits are in other lines.

6. To connect the work of the school with the *real life* of the pupil by selecting such phases of the world's industries for instruction as can be understood and appreciated by the pupil.

With the above objects in mind it is evidently impossible to separate manual training from the general scheme of education; although it is usually taught as a distinct branch of school work, it at the same time suggests and largely controls the methods of what is called the new education.

In conclusion:

Any earnest student of the times must see the necessity for wider knowledge, for a more varied education, for stronger self-reliance, and for far greater determination and power of self-help than have been given by the old methods of education. The population of the civilized world is increasing rapidly; competition is becoming keener and closer. There is a demand for an education that gives more than mere scholarship, and prepares directly for citizenship and efficiency in life's work. In the past we have had much trouble with workers who would not think; we may now have more serious difficulty with thinkers who will not work.

It is a good thing to be a scholar. It is a better thing to be

a scholar who works. It is a good thing to be a worker. It is a better thing to be a worker who thinks.

The dignity of intelligent hand work must be appreciated by educators and parents. We believed, indeed we know, that manual training in the schools will largely accomplish this result. If the teachers of our great Republic refuse to acknowledge industry as in every way honorable, and continue to idealize scholarship as the *only* attribute of mankind worth striving for, we may never hope for that sympathy, that mutual respect, that good fellowship and brotherly love which should characterize Americans.

THE FUNCTION AND VALUE OF THE AGRICULTURAL COURSE.

C. C. HENSON, Alexandria, La.

It is safe to make the generalization that most city-bred children will never live in the country and many country-bred children will never live in the city. In educational circles the opinion is pretty generally established that the city school should aim to prepare boys and girls to live the city life, that the country school should aim to prepare boys and girls to live the country life. Accordingly, the country school should differ from the city school in point of aim and in respect to the course of study. It may not be necessary, although it may seem desirable, to teach agriculture in the city school, but it is indispensably necessary to teach it in the country or village or parish high school.

The function of the agricultural course in the country school appears to me to be two-fold; first, to develop in a selected group of boys and girls a permanent and abiding interest in successful farm life and beautiful home life; second, to select and develop agricultural students.

Farms are not made by nature. It requires trained intelligence to make a farm that pays. The successful farmer is not the man who can work the hardest but the man who can work the most effectively. The efficient farmer knows how to think in terms of soil and soil possibilities. The fundamental secret of a model farm is soil fertility and crop-producing power. Tools and machinery are a secondary matter. How to know two bales of cotton where one grew before, how to secure two bushels of corn where one was obtained before, how to harvest two tons of clover or timothy where it was thought impossible to harvest even one ton,—these agricultural triumphs depend upon soil improvement and systematic management.

Again the successful farmer is the man who has a native interest in the soil. He is in a very large sense indigenous to the soil. A city man could hardly learn to be a successful farmer. Many country children possess a native interest in the soil but the country school fails to stimulate and develop this interest, because unfortunately the country school is dominated by city ideals, not country ideals.

The principal value of the agricultural course is an economic one. Nature study and elementary agriculture and advanced agriculture may have, and certainly do have, ethical and social and aesthetic values, but the most important is the economic value. The dollars-and-cents argument is always most convincing. This is my reason for teaching agriculture in the country school. How to make the farm make more dollars is a pertinent question for the man who must live in the country.

It will be conceded that it is not the deliberate purpose of the country high school to make farmers and the city high school to make mechanics. But it will not be conceded that books are the only source of knowledge and printed words the sole stimulus to thought. It used to be thought that abstract book knowledge was useful because it disciplined the minds of children. But since the theory of general mental discipline has been exploded and since it has been found that concrete knowledge about things has the touch of virtue for mental discipline, we are forced to reorganize our courses of study on a more intelligent basis. The environment of country children consisting of tree and plant and soil offers a far more reasonable basis for the framing of courses of study for country schools than does the logical analysis of the several departments of human knowledge that obtains in the adult human mind. At the present time much of the printed matter in the text-books is absolutely useless for the lives of country children. If we must continue to teach such useless knowledge to country children as unreal arithmetical questions about imaginary city and commercial life, or the geographical facts pertaining to the Australian kangaroo or the South American condor, or the historical names of dead kings and queens, let us at least compromise with commonsense and teach some of the useful questions relating to the accurate keeping of farm accounts and the cost of food, the lessons concerning the American cow and the American hen, also the names of the police jurors and members of the Board of Education and the service rendered by the same. If we must pin our faith to the old doctrines of the dead past, let us put our minds to the new agriculture and the new country life that is to be.

FUNCTION AND VALUE OF DOMESTIC SCIENCE
COURSE.

JULIA DALE, Vidalia, La.

Change, ever change! And what does it all mean? Progress, growth; that we are wiser to-day than yesterday.

During the last two generations there has been a very great industrial revolution. The revolution is still going on, and the present demand of the people and the school is a wider industrial intelligence.

The only real preparation for life's duties, opportunities, and privileges is participation in them so far as they can be rendered intelligible, interesting, and accessible to children and youths of school age. This preparation for active life is the purpose of industrial education.

Industrial education may be developed in two lines; first, through the existing public school system, and, second, through independent industrial schools. As housekeeping is the industry in which about half the people are engaged, domestic science forms a part of industrial training. The scope of the work within the field of domestic science may embrace the acquiring of a knowledge of scientific principles and truths essential as a basis for the proper organization of the activities of the household upon a scientific basis; of a knowledge of the facts, non-scientific in character, but necessary for the proper exercise of activities within the household upon an economic basis; practice in the application and use of this knowledge.

To accomplish the purpose of the work set forth above, the following topics must be taken up:

Principles of Cookery.

Textiles and Clothing.

Nothing could be more adequately descriptive of the educational aims to be sought in a course in cooking than the following quotation from Ruskin:

"Good cooking means the knowledge of all herbs, and fruit, and balms, and spices, and all that is healing and sweet in fields and groves, and savory in meats. It means carefulness, and investiveness, and watchfulness, and willingness, and readiness of

appliance; it means the economy of your great grandmothers, and the science of modern chemists; it means much tasting and no wasting; it means English thoroughness and French art and Arabian hospitality; it means in fine, that you are to be perfectly and always ladies (loaf givers)."

It is not the purpose of this work to teach the details of cooking—these are found in any cook-book. The underlying principles of food preparation should be taught in a series of related lessons—in a theoretical and practical way. By analyzing and systematizing the mass of details and recipes, the fundamental laws

A well-equipped cooking department is one of the first requisites for instruction and practice in this work. The kitchen should be as nearly like the home kitchen as is consistent with the number of pupils to be accommodated. Wood and gas ranges, convenient cupboards, kitchen cabinets of modern design, convenient work tables, should make up the kitchen furniture. Food sets, conspicuously placed, showing the composition of each of the standard foods, and useful for constant reference and study in preparation. The following main topics apply to the study of each of the foods in the course:

Food values; composition; classification; combination of foods with different food principles; right temperature for cooking; the effect of form and flavor on the appetite.

Starchy foods, potatoes, cereals; quick breads, and other flour mixtures; a study of the yeast plant and action; bread making; vegetables; cream soups; meats, soups; deserts, are the principal foods considered.

The preparation by the class of numerous special foods is valuable work, and in the more advanced grades each student should plan a meal correctly balanced as to food nutrients. Such meals are often served to the class or visitors.

In many schools, there are numbers of children who have never seen a correctly served meal. In consideration of this fact, it is an excellent idea, where conditions are favorable, to have classes in cooking serve at banquets, parties, institutes, or other gatherings.

The "dead knowledge" of many subjects in the high school curriculum may be made alive, helpful and interesting by corre-

lating with the work in domestic science. The class in cooking, for instance, may study to advantage botany, geography, arithmetic, history and chemistry.

In the sprouting of the potato may we not learn something of botany? Will not a study of its origin and distribution teach us something of history and geography? Will not the use of weights and measures teach a little arithmetic? Will not a paper discussing what is learned in any one of the above ways be an exercise in English? As much may be taught by the study of baking powder as by the manipulation with test tubes in which may be expected a pretty color, a bad smell, or an explosion.

The course in cooking should use the knowledge of chemistry required in the high school. Oxygen, nitrogen, hydrogen, carbon, carbon-dioxide, are no more proper subjects for chemistry than digestion of various food stuffs, adulteration of foods, bacteria and molds, preservation of food, composition of the body. Instructions in these subjects and also in those pertaining to the various foods previously mentioned, is given chiefly by means of laboratory experiments, the students working upon and analyzing foods.

Passing from the subject of cooking, we next consider "Textiles and Clothing." A description of the textile fibres—cotton, linen, woolen, silk—is first considered. The varieties, structure, the chemical and physical properties of each. Under the process of manufacture, a study is made of primitive methods, preliminary operations and spinning, weaving, bleaching.

The study of "fabrics" involves instruction in the varieties and adaptability to use in the home in regard to texture, color, quality and price. Clothing, its purpose, its dependence upon climate, age and occupation; the history and hygiene of dress; study of form, line, color and texture, require investigation along many lines.

The care of different fabrics, cleaning, mending, repairing and darning are the economics of the question of clothing.

The work outlined thus far indicates only theoretical work. The practical part is given in sewing. This work is intended to give a knowledge of the principles of plain sewing, stitches, seams, fastenings, hems, tuck, and use of machine. The cutting, construction, color and ornament of garments is taken up, also a study of

draperies, costumes and children's clothes. Consideration is given to the aesthetic as well as to the utilitarian value of sewing.

The children are taught to exercise discrimination in the selection of materials and in the choice of designs for decoration. Opportunity is offered for the application of decorative stitches to various articles of personal and household use, the exercise affording incidentally a practical training of the color sense. The relations of clothing to health and utility is emphasized throughout the course. Much of the science knowledge required and acquired in the high school must be used in accomplishing the work to be done in this subject of "Textiles and Clothing."

In the theoretical and practical teaching in cookery and textiles and clothing, many important facts are learned relating to the plan, decoration and care of house, chemistry of household, dietics, household bacteriology, household hygiene, personal hygiene, household management, etc.

Special work along these lines, however, is the purpose of schools of economics.

The value of a course in domestic science may be stated in one sentence: "It promotes better citizenship." This it does in two ways: First, by its effect in the school; second, by its effect in the home.

In the school, the pupil is made to see the use of this "dead knowledge" to which I have already referred, takes more interest, works more diligently, and accomplishes better results. The mental training involved in the mastery of this work is of a high order. It is of a high order because it deals with the consideration of things in their relation to each other, to other things and to the individual; with the development, modification and adaptation of these things to serve the needs of man, and thus largely through physical doing, controlled and directed by mental activity to useful ends. Certain activities of the mind are developed and trained for effective use through the action of this kind of stimuli. Self-dependence and moral stamina are developed through sustained effort for worthy ends.

Girls are retained in school for a longer period of time. The larger number of girls leave school even before the grammar grade work is completed. At about the age of fourteen years, girls are desirous of greater physical activities, and if our high schools do

not offer opportunities for the exercise of these, we lose the girls. Statistics show that in schools where the opportunities for "doing" are given, not only are the girls held, but the numbers are increased. In St. Louis, where work of this character is introduced into all but one of the public high schools, the number of girls in these schools has more than doubled in the last two years. In the Brooklyn Manual Training School, which also offers this sort of work for girls, the numbers have increased from 1,000 to 2,300 in one year. In Galesburg the enrollment in the high school increased more than 200 per cent in a single decade. In this time, the population only increased twenty per cent. What caused this, you ask. Mainly, by introducing into the course "some of the fundamentals of the trades, of business and of home life."

The moral value in retaining girls in the schools is to be noted. When they leave school at an early age, not because it is necessary, not because it is the wish of their parents, but as has been said, because they desire greater physical activity, they are not qualified to secure or hold employment which offers opportunity for advancement, either in wage or position. Little skill or thought is demanded by such employment, leaving the girl's mind open to evil at the time when she needs exercise of her mental faculties. The maximum wage is not sufficient to support the girl in any degree of respectability, and thus she is placed in way of temptation to be immoral.

We come at last to the principal value of this course in domestic science—its contribution toward home making. It tends toward the promotion of better health, more money, more happiness. When the girls who are taking this course today become managers of homes, we shall have less half-cooked food, less indigestible food, more variety of food, less vile drinking water, less decaying vegetation around the home, etc. We shall have more repairing, more darning, more "making of ends meet," which, of course, means easier financial condition, less restraint, and indirectly more happiness.

The appearance of the home will take on a better aspect, from the hingeless gate to the ill-hung picture on the cobweb wall.

The industrial advancement mentioned in the beginning has taken place along the paths of science, and the affairs of the home are being adjusted to meet the requirements of this present day

science. Happily the days are passing when the feeling prevails that "just any one can keep house." The management of a home and the care of a family is a business, a profession complex and difficult to master. Though the newest of the sciences, household science holds every other in tribute. The home is the center of the universe, and the wife is the center of the home. Is it not incumbent upon her to have special training in the principal business of life?

Of course, the function of domestic science as herein stated is followed out in full only in schools which have included it in the course for some time.

In this work, as in any new field, difficulties have to be met. We can overcome them, however. Let us not be weary in well doing. Germany is ahead of us in industrial work. Other countries of Europe surpass us; in the United States, other sections leave us in the rear, but we have in Louisiana that which cannot be surpassed—spirit. The spirit expressed in the words of the poet:

"New Occasions teach new duties;
Time makes ancient good uncouth;
They must upward still and onward,
Which would keep abreast of truth."

HOW CAN THE HIGH SCHOOL WORK IN ENGLISH BE MADE MORE EFFECTIVE?

W. E. LACY, Jackson, La.

Some one has said that half the teaching of technical English grammar in our schools is useless and the other half injurious. If this be true, even to a modified extent, something is radically wrong, either with our methods, or with the grammatical food given the pupil. All of us who have struggled in the effort to instil the use of good language know what baneful effects are produced by outside influences. Every child uses practically three kinds or phases of language—that of the home, of the street, and of the school. When the parents are not capable of using the best language themselves, here the bad seed are sown, for it is from them that the child receives the earliest and usually the most lasting impressions. It is natural for children to have faith in their parents, and through them they receive a great deal of their faulty syntax. Because a parent uses a certain expression or pronounces a word in a certain way is nearly always a sufficient reason in the child's mind for his doing so. I know a girl who to-day spells her name incorrectly because her parents taught her that way, and she will not change it, presumably because it will cast a reflection upon the intelligence of her mother and father.

Teachers realize that where the time for instruction in grammar is so limited it is difficult, if not impossible in most instances, to meet these home influences successfully. On the street the children are usually thrown with a number of others who, for various reasons, do not attend school, consequently, from a standpoint of language alone are the worst associates they could have. The expressions that are used with freedom among associates are naturally those that will crop out in unguarded moments. A preacher of distinction, who has risen from lowly surroundings, once said to me that he had to be constantly on his guard not to use the faulty English that became almost his second nature when he grew up among those that were uncultured and untutored.

The popular conception of grammar is that it is a set of rules to enable English speaking people to speak correctly. Lindley Murray says, "Grammar is the art of speaking and writing the

English language with propriety." He who tries to learn and teach English language with this in view is certain to be disappointed. No doubt careful investigation into the structure of words and sentences give exactness of speech, but only in an indirect way. It is hardly true that grammar rules operate directly in improving our speech. Mr. Fitch, in his "Lectures on Teaching," says: "Some of the best and purest speakers of the language have either never learned grammar, or are not in any way consciously guided to correct speech by a knowledge of grammatical rules. They have learned to use their own language by *using it*, to imitate good models rather than bad. If the 'art of speaking and writing the English language with propriety' is the one thing contemplated by learning grammar, the ordinary means are very imperfectly adapted to the end; for the study of grammar, from a scholastic text-book, even if the whole of it is learned from beginning to end, is very little helpful in improving the pupil's speech and writing."

The faults which occur in speech, the confusions, the clumsy constructions, the misuse of words, and their mispronunciation, are not as a rule sins against grammar, properly so called; and are not to be set right by learning English accidence or syntax. The rules given in book have little or no practical value. For instance, "Transitive verbs and prepositions govern the objective case." What does this mean? In English nouns there is no objective case distinguishable survivals of old datives, which now serve both as dative and accusative, and may therefore be called objective. The child learns to use these forms by imitation, and these and like rules are useless as far as making a person use the proper form. Mr. Fitch says, "Take care that the public learns little but good English," but where the teacher has no jurisdiction over the pupil when he is out of school, or when he roams at will over the streets, there is little chance of enforcing this regulation.

Just as the word and sentence method have supplanted the alphabet method in teaching reading, because they are the most logical, so the teaching of technical English should be analytical and not synthetical. It is better to begin with the sentence, the unit which the child already knows, and from that develop the parts of speech and the relation that exists between them as they stand in the sentence, and not as individual words, showing no relation as such.

Too often, we fear, the teacher is not careful enough in the use of her language. Bad seed sown here often do the most serious damage. Pupils are apt to look upon their teachers as the embodiment of learning, so if faulty language is copied from those that ought to know better, the effects are almost ineradicable.

At best, the teaching of English is a laborious undertaking, and for this reason teachers too often neglect it. I once heard of a pupil in the Savannah schools who, when asked why he failed to spell certain words correctly in a geography examination, replied that it was not a spelling lesson but a geography lesson. Herein lies a great deal of the trouble. We fail to co-ordinate a pupil's knowledge of English with what he has already learned in other objects.

Too many teachers allow shoddy written work and faulty speech in recitations in other studies on the plea that it takes up too much time from those subjects to correct every little mistake in English. But it is this attention to the little things, the saving of the pennies as it were, that counts in the end.

The teacher should associate with the pupils in order to hear what kind of speech is used on the playground and in their less reserved moments, for it is then that they reveal themselves as they are. A list of these errors should be gathered from day to day and made the subject of a morning's talk, or should take the place of a regular lesson in grammar. The teacher should not do this as to appear censorious, but it should be in the spirit of helpfulness.

All written exercises, of whatever nature, or in whatever subject, should be neatly and carefully done. Every written exercise should be corrected. If a pupil finds that his written exercises are not returned corrected he justly thinks that the teacher does not look at them. It is through them that the pupil's mistakes may be found most readily and corrected. A principal of one of the Brooklyn high schools said that the best thing to do with a bunch of written exercises is to put them into the nearest stove; that might be a saving of work for the teacher, but it would not benefit the pupil. It is not sufficient that written work should be corrected and returned, but the pupil should be required to show that he sees his errors, as these returned papers are usually thrown

aside by the pupil without so much as a glance at them if he is allowed to use his choice in the matter. Oftentimes it is well to vary the plan by underlining the errors, or by using some system of abbreviations or signs for calling attention to them. The pupils should then be required to find their errors and correct them, as these mistakes are frequently the result of carelessness on the part of the pupil and not from lack of knowledge. To the average pupil writing is a slow and tiresome method of conveying his ideas, and he is in a hurry to get over this part of the work, usually handing in shoddy or incomplete work. This habit, if allowed to grow up with the pupil uncorrected, works an incalculable harm, and it is liable to influence his life in other directions also. Written exercises should be frequent. The cold, stately compositions given in some schools once a month are too often the only written work required. Composition work, which to the pupil often is a lion in the way, if rightly taught is nothing more nor less than a written expression of ideas. So why confine this to grammar? A spelling, reading, arithmetic, or geography lesson is as good a place in which to teach expression, either oral or written, as in a grammar lesson.

The fault that most teachers are guilty of or possess, is that they require the pupils to write on subjects too difficult for them and about which they have nothing to say. To have a child copy verbatim a sketch of some general's life from an encyclopedia and call it a composition, to be read Friday afternoon, does not train in thought or expression. Narration should come first, as this is the most natural form of expression, and not exposition which is the most difficult, but which is usually given first by the teacher who does not understand the order of the growth of language. Too often this formal composition work is for show and not for benefit. Require pupils to choose easy and interesting subjects. Inform them something about them if they do not know. Suggest some things to say, as they often need a start. Give an outline or skeleton of the treatment. Require a first draught for correctness. Require a final copy in as neat a style as the pupil is possible of. Do not allow pupils to get into slovenly habits in their written exercises at any time. Neatness and order are essential. As a general rule the paper that looks well to the eyes will sound well to the ear and mean well to the mind.

Letter writing should not be ignored. Have letters on all kinds of subjects—business, social, etc. After leaving school nearly all the composition work that one does is to write letters, therefore letter writing is one of the important things to be taught. Many people judge of one's education by the kind of letter he writes. Some school board members will let one misspelled word in a candidate's letter influence them against her, while a letter that is poorly written, carelessly composed, and abounding with errors, is almost certain to destroy a teacher's chance of election, no matter what her qualifications may be. A school mail box is a helpful and interesting device. It is needless to say that the teacher should inspect every letter that is deposited, and enforce a vigorous penalty for any violation of the regulations. An interesting variation in the letter writing practice is to enter into correspondence with a school in another part of the country. Each pupil writes a letter, addresses it in general terms, and the entire package is sent by mail or express to the teacher of the school addressed. Often by means of such communication the children learn more of the habits and customs of the people than they would in months of geography study. Small specimens of products that are rare in other communities could be thus exchanged.

One great source of the lack of effectiveness in the teaching of English is the failure to avail one's self of the opportunity to put good literature in the hands of the pupils. The works of the best English and American authors are now published in convenient and attractive form, and at prices which bring them within the reach of all. One of our best writers of text-books for teaching of English says, "It is almost universally conceded that the best teaching of English is that in which precept and example are most happily combined. The testimony of teachers who have long been striving to attain this end is that far better results are reached by the use of supplementary reading than were possible before the days of cheap editions. The pupil has constantly before him specimens of classic English, and is trained to test their excellence by applying the principles which he has learned. This method not only strengthens his mental grasp upon the abstract principles, but unconsciously develops a critical literary taste. Power of thought and facility of expression are acquired with comparatively little effort. More than this, the opening of so many

lines of thought and investigation does much towards forming the basis of a broad, general culture. These are not simply theories. They have been tested by actual experience. The question is not, therefore, Shall we use these books in our high school classes? but rather, How shall we use them to the best advantage?" Just as a little child first learns to use language through imitation, so those of larger growth can be taught the correct use of language in the same way. Require children to handle the books of the library, assign reference to the encyclopedia and other reference books that they may learn to use them. Use the library books also for parallel and supplementary reading.

So let us not weary in well-doing, but let us endeavor to maintain the purity and beauty of our speech by planting good literature in all the schools with which we may be associated, by nourishing our own minds by drinking at the best fountains of literature, and last, but not least, be true to our profession by upholding high standards and high ideals.

REPORT OF THE CLASSICAL DEPARTMENT.

The Classical Department met Friday morning in Class Room 32, Tulane University, with President Walter Miller presiding.

The program was rendered as follows:

1. An Investigation as to How and to What Extent the Classics are Taught in the Secondary Schools of Louisiana. T. L. Tra-
wick, New Orleans, La. Discussion by Robert A. Smith, Arcadia.
2. The Teaching of First Year Latin. H. R. McCullough,
Hammond, La.
3. The Teaching of Latin in the State High Schools, C. E.
Byrd, Shreveport, La.

The election of officers resulted as follows:

President—Walter Miller, New Orleans, La.

Secretary—E. M. Wollank, Shreveport, La.

WALTER MILLER, President.

THE CLASSIC FIELD VS. THE HIGH SCHOOL.

T. L. TRAWICK, New Orleans, La.

The relative importance of teaching the classics in the high schools, and indeed in secondary schools of all kinds, is a question as old as schools themselves. Every decade or two witnesses the vibration of the pendulum of public thought, from the acme of one arc of the oscillation to the other extreme, and it, like all questions speculative, will never be definitely settled.

Viewing the history of classical study during the educational progress of our country, from the establishment of Hunt's Academy—the only ruin now left in Jamestown—down to our present broad curriculum, where the student is allowed, under judicious restrictions, to elect anything and every thing—we find that the classics have suffered much, especially in restricted localities, and whereas in earlier periods all the students were compelled to study Latin and Greek, now less than one-half the number of classical age, elect that curriculum.

It would naturally be supposed that those areas of our country where the Latin element predominates, would furnish the largest proportion of students selecting the classics, especially the Latin, but statistics furnished below, prove that the Western areas of our country have furnished larger proportions of students to the ratio of those enrolled than either the favored South or the cultured East.

We attribute two reasons for this state of affairs: First—The Boston schools and the Chicago schools, both of which represent types of Eastern and Middle West supremacy—and for that matter our Southern schools—have so differentiated scientific study, and have offered so many inducements to follow that course, that numbers of students who would elect the literary course, choose rather the easier. Second—Then the business world offers so many attractions to the student that takes the commercial course—in the way of employment—that the student elects it to the detriment of the cultural part of life, hence the classic course is slighted.

It is interesting to notice the trend of thought concerning the relativity of the scientific and classical values advocated by the

two schools of thought even during the past fifty years—a period in which the public school has become the dominant factor in American life. Even in England, where changes in curricula are less fluctuating, the student of psychological evolution will be surprised to note rapid changes from the old to the new system—from the compulsory classical curricula to a blend of scientific injections.

Fifty years ago, both here and there, the position of Latin in the secondary, and even in the upper grades of the primary, was unchallenged; modern languages were unheard of, and mathematics was only tolerated.

Education, there, was only carried on "in form," and these form-masters were classical men, who, it is true, instructed in a multiplicity of things; but in the words of the Westminster catechism, "their chief end was to teach Latin and Greek."

These pedagogues, says one writer, handled three methods of instruction—translations, grammar and composition—philology and archeology being unknown factors in the polity of school life at that age. It is true that they had a narrow system, rather disciplinary than cultural, yet the system, "procrustean" though it was, was not without the highest good to those who could survive its rigid ways, for it imparted mental training and incidentally a considerable knowledge of letters.

For the past two decades we, in our secondary schools, have been as eager to abandon this "auto-de-fe" way of teaching the classics as the primary schools have been solicitous to adopt newer methods of inductive work.

These changes have been largely due to competition, due to the increase of school facilities, extravagant expenditures and commercial and financial revolutions that like a besom have forever and anon swept over our country.

The financial conditions now affect our school life especially among the high schools, and more particularly in the classical department, more than they ever have, and more than they should, and handsome buildings, fashionable fads and fancies, have caused educators for awhile to abandon almost completely the classic side, and to run after the scientific, commercial and ephemeral courses.

The world still loves to contemplate the definition of education given by the lamented Garfield, who said his idea of a college was "James A. Garfield on one end of a log with a Latin grammar and Mark Hopkins on the other."

The classic shades of a lyceum, the costly plant, with rounded columns and chiseled plinth, ample and well ordered grounds—please the eye and look well as the frontispiece in a catalogue of a fashionable college or proprietary school, and these exoteric things are not without their value, yet they are bought at too high a cost if their existence causes the contained preceptor to trim his sails to suit the popular, or donative, breeze, causing him not to consider so much as what is right as what is expedient or popular—not what is best, but what is merchantable.

These tendencies exist to day in alarming proportions, and if nourished in our high schools and colleges and proprietary secondary institutions will kill all liberalism, and even in "duress" or in an "incoherent state," will check, if not defeat, the purposes of a liberal education.

Manual training schools, commercial colleges (some of them ephemeral), stenography courses and various other cults—phrenologicals and quack schools, including correspondence schools—have been largely responsible for lowering the standard. These schools largely discard the classics altogether, or teach them mechanically in six weeks' courses.

These institutions, however, spring up in answer to a popular demand; a cry coming sometimes from necessity, individually, but frequently fostered by commercial advertisements, and from guarantees of commercial business colleges, guaranteeing the graduate a position on graduating.

Percentage is sought after often by the restless American spirit, because the knowledge of it can be immediately coined into money, while the classics are spurned by the many high school students, because they think they have no commercial value. The knowledge of Cicero's "De Natura Deorum" will not teach the clerk to sell his suit off the counter nor to add up the column on the ledger, and Plato's "Republic" or a thorough knowledge of the "Iliad" will not enable the money sharks "hardfisted" on the "'Change" to strike a hard bargain.

As the struggle for existence becomes more strenuous, technical training and special courses become in greater demand, for the specific purpose of securing a livelihood for the family. Bereaved parents farm out their children to school courses and pay for so much power to secure so much knowledge to get so much per week, disregarding the cultural and eliminating the esthetical just on the same principle that a contractor would buy a few ounces of dynamite to blow up a refractory stump that blocked his way in laying the foundation for the new Audubon.

This is to a certain extent commendable, and to meet this special case school boards here and elsewhere have offered these special courses to fit such emergencies; an emergency which is an exception here in New Orleans, and indeed in our whole State, yet even these parents, ruled by that wild commercialism that is now engaging the attention of the world, due to the stringency of the times, look with greater favor on that course that leads, like a "bee-line," to the goal direct.

This seems to be right, *per se*, and in accord with Carlyle's workdictum: "Work never so benighted, mean, is in communication with God, and the real desire to get work done will lead one more and more to truth and to Nature's appointments and regulations, which are truth."

The primal curse of banished Eden, that man should "earn his bread by the sweat of his brow" is, in this world of great toilers, an imperative fatal sentence; and yet is not this utilitarian idea, while seemingly a practical one, calculated to defeat its own purpose? We have on this very point consulted multiple statistics deduced from the latest reports of the Commissioner of Education, showing that a graduate in the classics out in the commercial world is far more capable and commands a higher price for his services than one who, by short cuts, attempts to mount the Avernian Hill.

Beyond and above the students that, *per se*, help to win an additional loaf of bread, are the classic studies that make for man an avenue not so much to wealth, possibly, as to his well being; and it is this latter truth that parents are apt to oppose, but to which the schoolmaster is alive and which makes him recreant if he fails to emphasize.

The classics can never be banished from the curricula of our schools, nor should they be under-estimated, until something better can be found or invented, leaving out the cultural side, that is as good a mind trainer.

All modern intellectual life has been produced and is directly concatenated with the classic life. All of our scientific nomenclature, whether physical, pathological or theological, comes directly from the classic—even our word “deity” itself is a heritage from the Greek. One-tenth of our English vocabulary, and its best tenth, come from the Greek, over one-half of our words in daily conversation are Latin words, and fully half of the words in Webster’s International and fully three-fourths in the Century Dictionary (barring the personal names) come directly from the Latin through the medium of the Norman French, which is of itself wholly Latin. We have only twenty per cent of our words from the Saxon.

The City School Board in New Orleans composed of gentlemen of broad culture, have accentuated the importance of the study of Latin; hence, working under an entirely elective system, more than fifty per cent of the graduates of the High School are graduates in Latin, and a considerable number are pursuing Greek—a subject not heretofore very much emphasized.

Forty-seven per cent of the students that enter the high school elect Latin as one of the major studies, and the present statistics show that, even where they have the choice of French, which is very popular on these shores, as many, or more, elect Latin as French.

This fact should be accentuated here, for if we trouble to confer with the statistics on the subject we find that we lead, in that particular, the great hub of the universe.

The classic studies in our high school in New Orleans and in other educational centers of our State compare favorably with those of St. Louis, where only 38.8 per cent study Latin under an elective system, and 4.68 per cent pursue Greek. In New York the per cent of those studying Latin in the high school under an elective system is 39.3 per cent; in Chicago 32.4 per cent; in New Orleans 47 per cent, a percentage higher than in any other city where a purely elective system obtains.

This speaks much for the cultural side of the civic life in New Orleans, for in the majority of those cities thus quoted Latin does not come in competition with French as here in New Orleans.

While a high ratio obtains here in New Orleans, where very favorable circumstances conspire to conduce the students to elect Latin, we are sorry to report not such encouraging news from the curricula of secondary schools in Louisiana, outside of this city.

The average number of students pursuing the classics in other high schools outside of New Orleans in Louisiana is only 29.38 per cent. I admit that the statistics that I have gathered are rather fragmentary and unsatisfactory, but reliable so far as they were secured. The difficulty in gathering sufficient statistics in such a short time as was allotted, and with limited means, was great, but was secured as follows: A letter addressed to the classic teacher or the principal of the school, who is, for the most part, the classic teacher, in our high schools throughout the South, and especially in Louisiana, and frequently a second letter addressed, in many cases brought the desired response.

All the prominent book companies that do business in Louisiana, and who have, from time to time, compiled statistics gleaned by their agents, in an interim, were applied to, but all (except the American Book Company, which furnished the valuable information given below) replied that, while they had information of the kind sought, from nearly all the States, the information was deficient with reference to the classics in Louisiana. The State Superintendent was appealed to for some information, but replied that his office was unable to furnish the facts desired. The High School Inspector for the State said that he had not gone the rounds yet, and hence could not furnish the matter of classics in the high schools.

The American Book Company very generously and very courteously took considerable pains to help secure information, and sent in some valuable tables with reference to the secondary schools, and these tables are here used with others collated by ourselves and are a part of this report.

LATIN TAUGHT IN LOUISIANA.

PUBLIC SCHOOLS	Beg. Latin	Grammar	Prose Comp.	Caesar	Vergil	Cicero.
Abbeville	*	*	*	*	*	*
Alexandria	*	*	*	*	*	*
Amite City	*	*	*	*	*	*
Arcadia	*	*	*	*	*	*
Bastrop	*	*	*	*	*	*
Baton Rouge	*	*	*	*	*	*
Bernice	*	*	*	*	*	*
Boyce	*	*	*	*	*	*
Campti	*	*	*	*	*	*
Cheneyville	*	*	*	*	*	*
Clinton	*	*	*	*	*	*
Columbia	*	*	*	*	*	*
Coushatta	*	*	*	*	*	*
Crowley	*	*	*	*	*	*
Donaldsonville	*	*	*	*	*	*
Downsville	*	*	*	*	*	*
Dutchtown	*	*	*	*	*	*
Eros	*	*	*	*	*	*
Evergreen	*	*	*	*	*	*
Farmersville	*	*	*	*	*	*
Ft. Jesup	*	*	*	*	*	*
Gibbsland	*	*	*	*	*	*
Grand Cave	*	*	*	*	*	*
Hammond	*	*	*	*	*	*
Haughton	*	*	*	*	*	*
Haynesville	*	*	*	*	*	*
Independence	*	*	*	*	*	*
Jackson	*	*	*	*	*	*
Jennings	*	*	*	*	*	*
Keatchie	*	*	*	*	*	*
Kentwood	*	*	*	*	*	*
Lake Arthur	*	*	*	*	*	*
Lake Charles	*	*	*	*	*	*
Lake Providence	*	*	*	*	*	*
Lecomote	*	*	*	*	*	*
Leesville	*	*	*	*	*	*
Mansfield	*	*	*	*	*	*
Marion	*	*	*	*	*	*
Mer Rouge	*	*	*	*	*	*
Minden	*	*	*	*	*	*
Monroe	*	*	*	*	*	*
Monterey	*	*	*	*	*	*
Morgan City	*	*	*	*	*	*
Napoleonville	*	*	*	*	*	*
New Iberia	*	*	*	*	*	*
New Orleans	*	*	*	*	*	*
Oak Ridge	*	*	*	*	*	*
Oberlin	*	*	*	*	*	*
Opelousas	*	*	*	*	*	*
Pelican	*	*	*	*	*	*
Plain Dealing	*	*	*	*	*	*
Plaquemine	*	*	*	*	*	*
Raville	*	*	*	*	*	*
Relief	*	*	*	*	*	*
Richardson	*	*	*	*	*	*
Shreveport	*	*	*	*	*	*
Sunset	*	*	*	*	*	*
St. Joseph	*	*	*	*	*	*
Vidalia	*	*	*	*	*	*
Washington	*	*	*	*	*	*
Winnfield	*	*	*	*	*	*
Winnboro	*	*	*	*	*	*
Yellow Pine	*	*	*	*	*	*

Reviewing the private and parochial schools that are reported, we find that twenty-four of them out of the forty-eight reported teach courses in Greek, and out of the twenty-four teaching that subject nine offer a course extending as far as four books of the Iliad, while the other eleven confine themselves to Beginner's Greek. Sixteen out of the forty-eight private and parochial schools are domiciled in New Orleans, the other twenty-four are scattered over the State pretty generally.

Out of the sixty-three public high schools in the State of Louisiana, according to their own report submitted on inquiry, and also corroborated by the State Superintendent's letter, New Orleans Boys' High School is the only one that offers a course in Greek, the first year devoted to the Beginners' Greek Book and Grammar, and the second year including four books of the Anabasis, and four books of the Iliad together with a critical study of the Greek Grammar, Prosody and Scansion as well as a critical knowledge of form and accent.

The abolition of Greek from our public schools is to be as much deplored as the undervaluation of Latin in our curriculums. It was the Greeks that gave us our models of excellency in statuary and paintings, perfection of manly being, military tactics, as well as the only perfect language in matters of expression and melifluence of sound, that this world has ever had, and we hope when there shall come to our country that repose that comes with age that the study of Greek will be again emphasized with redoubled energy and vigor.

The last report from the Commissioner of Education shows, while in the East the tendency has been to disregard Latin, during the present scholastic year its importance has been emphasized, and this is general over our country within the past five years. The same report shows that Latin study is growing, not only in number of pupils, but in the relative ratio that the number that studies it, bears to the whole number matriculated.

Following that report, let us take a birdseye view of the high school classic situation over the whole country for the yast twelve years. Of the total number of students that were enrolled in the high schools of the United States during the years from 1894-1905 (I take the figures from the Commissioner of Education) the percentage taking Latin increased from 43.97 to 50.02—a gain fourteen per cent.

During the same period in the North Atlantic States (including New England) the gain was from 42.64 per cent to 46.18 per cent only three per cent gain, while in the Western States the gain was from 41.84 to 50.06, or nearly twenty per cent, so that it appears that these Western States are lifting the percentage for Latin, while the Eastern ones are steadily pulling it down.

The classical pendulum is swinging towards the West. The same report shows that in 1905 there were in the North Atlantic States 102,834 high school pupils pursuing Latin, there were in the Western States 165,244, or the West having an advantage of the East of more than sixty per cent. In the Southern States the tables indicate that there were 138,496 students studying Latin, or a gain of thirty-seven per cent during the past twelve years.

The Latin course in the high schools of Louisiana out of the city of New Orleans is uniform and is as follows:

Note.—The work in Latin begins with the Eighth Grade, and for the first term is taught without the text-book in the hands of the pupils.

Eighth Year, First Term—

Roman pronunciation with careful attention to long vowels. Constant drill in pronunciation, paradigm forms, translation, and composition. Insist upon thoroughness.

Eighth Year, Second Term—

Use Collar and Daniell's First Year Latin (or equivalent), continuing work of previous term. In this and the first term, much attention should be given to the pupils' getting a vocabulary, learning the forms and the fundamental syntactical principles. Give due attention to translating English into Latin. Remember that there is no "short cut" to Latin that is at all consistent with thoroughness. Aim to cause the pupil "to feel" the meaning of the Latin sentence as well as to understand it.

It appears from this that first year Latin is taught in the eighth grade of the primary school. It will also be noted with some interest that the teaching of Latin begins without the use of a text-book—an excellent idea, and prompted to promote economy in the hands of a good teacher.

The subsequent course, following the eighth grade is as follows:

1. Continue work of the eighth grade for eight weeks.
2. Take Viri Romae for remainder of this term.
3. The purpose

of the last eight weeks of this course is to give practice in translating easy Latin.

Adopted Texts: Collar and Daniell's First Year Latin; and Allen & Greenough's New Latin Grammar.

Continue work of adopted text. The Lineal Relationship of Latin and English. Note the laws of derivation and all the important types of the words coming from Latin (a) through Popular French, (b) through Learned French, (c) directly.

Adopted Text: Collar and Daniell's First Year Latin.

References: Second Year Latin: Greenough, D'Ooge & Daniell.

One year: Cæsar, continued. Books I, II, IV, and the historically interesting portions of V and VII. Drill upon the use of cases, the indirect discourse, the gerund and gerundives, the subjunctives. Extend study of minor grammatical principles. Parts of the text should be translated slowly and critically, rapid translation of other portions; sight translations. Life of Cæsar, geography of Italy and Gaul. History of the age. The historical worth of Cæsar's Commentaries. Their literary value. Character of Cæsar as shown in his own story.

Collar's Composition, based upon Book II. (Equivalent.)

Cognate Relationship of Latin and English.

Give a preliminary glance at Old English and its development into Modern English. The relation of the native one-third of English in a cognate way to Latin. The Latin correspondent of each English vowel and consonant shown.

1. *Cicero.* Four Cataline Orations. Archias, Ligarius, Manilian Law, and equivalent of "Collar's Composition," Part IV.

2. *Critical translations of some portions;* rapid translations of others. Syntax. Life of Cicero. Related history, geography and biography. The Augustan Age. Thought analysis of orations. Continued attention to the lineal and the cognate relationship of English and Latin. Secure forcible English worthy of the masterpiece he is translating and indicative of the constructions in the original. Sight-reading.

The above course for the State of Louisiana high schools combines a very superior curriculum in Latin and one really higher than the Eastern schools, and if strictly adhered to, will soon put Louisiana on a level or on a superior plane to any of the Southern

COURSE FOR NEW ORLEANS HIGH SCHOOL.

The course for the New Orleans high schools is as follows. The course is outlined for the Boys' High School, but with modifications will stand for all. It might be said in this connection that the average for the Boys' High School of forty-seven per cent of the students pursuing Latin is a remarkable one, for the statistics cited above of averages includes the female student and fifty per cent more of females in a mixed school take Latin.

LATIN.

COURSE I.

About ninety-two pages, or rather more than half of Collar and Daniell's First Year Latin, are completed. This includes the five declensions, and the four conjugations, both active and passive, in all moods except the infinitive.

COURSE II.

Collar and Daniell's First Year Latin is completed. At the end of this course, the pupil should have acquired a thorough knowledge of Latin forms, a moderate vocabulary (2,037 Latin words), and some acquaintance with the more important rules of Latin syntax, including at least the ablative absolute, accusative with the infinitive, condition sentences, and the main rules of indirect discourse.

COURSE III.

In this course the work consists of—

(I) The translation of continuous passages of Latin prose into English.

(II) The translation of short English sentences into Latin. These sentences are so constructed as to give a review of the Latin forms.

Latin grammar, including the principal rules of syntax, is studied as a reference book in connection with the Latin reader.

Text-Books: Greenough, D'Ooge and Daniell's Second Year Latin, and Allen and Greenough's Latin Grammar.

COURSE IV.

In the main this course resembles Course III, but is of a somewhat more advanced nature. Portions of Cæsar's Gallic War, as selected in the Second Year Reader, are read, and English sentences illustrating more particularly the rules of syntax are translated into Latin once or twice a week as required.

Text-Books: Greenough, D'Ooge and Daniell's Second Year Latin, Moulton's Preparatory Latin Composition, and Allen and Greenough's Latin Grammar.

COURSE V.

Two or three orations of Cicero are read in this course, and exercises in the translation of English into Latin are given once a week. Latin syntax is reviewed and studied in connection with the Cicero.

Text-Books: Cicero's Orations and Letters, by Greenough and Kittredge. Allen and Greenough's Latin Grammar.

COURSE VI.

One or two books of Virgil or Ovid, and selected letters of Cicero are studied in this course. English sentences to be translated into Latin are assigned once a week. Latin grammar as in Course V.

Text-Books: Cicero's Orations and Letters, by Greenough and Kittredge. Allen and Greenough's Latin Grammar. Virgil's Aeneid, by Collar, or Tetlow. Ovid's Metamorphoses, by Peck.

Below we give the course of Greek in the Boys' High School:

GREEK.

COURSE I.

The first 148 pages of *White's First Greek Book*, to the end of comparison of adjectives.

COURSE II.

The remainder of White's First Greek Book, and the translation of easy passages of Greek prose selected from Xenophon's *Cyropedeia* (Cooke).

COURSE III.

Two to four books of the *Anabasis* of Xenophon, together with weekly exercises in the translation of easy English sentences into Greek. The Greek grammar is studied constantly as a reference book in connection with the reading.

COURSE IV.

Two to four books of Homer's *Iliad* or *Odyssey*. The rest of the work is the same as in the third course.

The classical teachers of Louisiana have so far done nothing to make their work permanent—this session of the Association being the first to recognize the classic department of the high schools of our State.

Educational reforms work up as well as down, and frequently proceed from the university, and here, in Louisiana, from Tulane. Tulane has raised the standard of entrance on the high schools, putting a premium on their work, and pledging not to receive any into her classic halls except graduates from the high schools, or their equivalents, and hence it is the duty of the high schools and proprietary schools to raise the standards of their curriculums.

The classical work in high schools is being especially emphasized at present by the Classic Association of the Middle West and South, of which Prof. Walter Miller of Tulane is the Louisiana representative and editor. It is the province of this Association, now four years old, to foster the classic side of life in high schools, college and universities.

THE TEACHING OF FIRST YEAR LATIN.

H. R. McCULLOUGH, Hammond, La.

There is an old adage which says, "Well begun is half done." This is particularly true of the study of Latin. A child who has been under the instruction of a careful and painstaking teacher the first year will be infinitely better prepared for future pursuit of the subject than if he had been instructed by a careless and indifferent teacher.

In my opinion an instructor in Latin in the high school should have had more than a high school course in Latin. It would be greatly to his advantage to have read Virgil, the beautiful odes of Horace, together with his Art of Poetry, some of the historian Livy, and other works of equal value. With the consciousness that he knows more Latin than just what he is teaching, he becomes an inspiration to himself, and is in the right frame of mind to arouse an interest in others. The attainments of the teacher and his attitude toward the subject have much to do with his success in the classroom.

Our aim in first year Latin is to acquire a complete mastery of the essential facts, in every detail, looking to the reading of Caesar and other Latin authors. To accomplish this requires a vast amount of patience and perseverance on the part of both teacher and pupil.

The first thing that confronts us in beginning the study is the pronunciation of the Latin words. Today we use the Roman pronunciation, for educators have adopted it since investigations have shown that the sounds of the letters and their quantities were the same as those used by the ancient Romans. A table of the sounds will be found in every Latin grammar and First Year Book. The teacher must pronounce each word in the paradigm or vocabulary, having the pupils in turn follow him in repeating the words. Here an opportunity will present itself for the teacher to show how words are divided into syllables and accented. Considerable stress should be placed upon this feature of the work, and the principles firmly fixed in the child's mind. After this is done much practice will put him at ease in pronouncing Latin words.

In giving the paradigms, whether of declension or conjunction, the attention of the pupil should be called to the manner in which

the new word is formed, such as the various tenses of the verb. Here also he will note similarities to other words he has had. The pupil will also have his attention called to the marking of the long vowels.

I always go over the model sentences with the pupils and we develop the rules of syntax. A thorough knowledge of fifty or sixty rules and to learn how to apply them will constitute a good year's work.

We must also acquire a working vocabulary. Pupils should be able to give the Latin when the English is given, or vice versa. Some time must be given to derivatives, since so many of our English words come either directly or indirectly from the Latin. The First Year Book now in use in this State contains about 500 words commonly used in Caesar. With these at his command a pupil should have no trouble in reading Caesar.

The next point to be considered is the translation. This has for its purpose the use of the paradigms, the vocabulary, and the application of the rules of syntax. In translating from Latin to English the pupil seldom has much trouble. He can give the cases of the nouns with rules governing and the structure of the sentence in detail. But when it comes to the translation from English into Latin, he finds more or less difficulty in making the application of his knowledge. He must give some attention to the order of words in the Latin sentence, the long vowels must be marked, a choice of words must be made, and the rules applied. The teacher must exercise great care in having this part of the work fully comprehended.

To complete the year's work a number of short, simple and connected stories should be given for translation.

**MINUTES OF THE THIRD ANNUAL MEETING OF THE
LOUISIANA SCHOOL BOARD ASSOCIATION.**

NEW ORLEANS, LA., April 10, 1908.

The Third Annual Meeting of the Louisiana School Board Association was called to order by President Moss. An unusually large number of members of school boards and school superintendents were present.

After calling the meeting to order the President read his annual address. He called attention to the critical period reached in the development of the public schools in this State, due to the radical method adopted of choosing school boards. The President read a helpful and strong paper on "The Necessity for Co-operation Among School Boards." [All addresses may be found in the appendix.]

Hon. Walter J. Burke of Iberia was next introduced. Mr. Burke was assigned the subject, "How Should the School Board be Selected?" Among other things he said he yielded to none as an advocate of Democratic principles. However, he believed the school board should be appointed and not elected, because, in the first place, the office was not a remunerative one and men of good, sound business judgment who ought to serve on school boards would not consent to neglect their business to make the race for the office under the elective plan. He believed that if the elective plan be continued that certain safeguards should be thrown around the positions. He advocated that the school board member be a property owner, and that he be able to read and write the English language correctly, and not merely be able to sign his name. This would be requiring no more from the school board member than is now required from the justice of the peace. Mr. Burke's address was enthusiastically received.

Hon. Francis G. Blair, State Superintendent of Illinois, was the next speaker.

He said he had been invited to speak to this Association with the object of instructing, but that he found that he and the whole State of Illinois could get some points from the progressive and wideawake State of Louisiana. In some respects Louisiana is fifty years ahead of Illinois. One of the chief advantages in Louisiana was in the manner of selecting the teacher. In Illinois the county

superintendent had no voice whatever in the selection of the teacher. Mr. Blair said that the determining factor in the school work is the teacher and not the brick schoolhouse.

The President next introduced Mr. B. C. Caldwell, president of the State Normal School, who spoke on "The Next Step for the Schools of Louisiana." President Caldwell in his characteristic, vigorous style dwelt upon the selection of the members of the school board as the next important step. The *first* and most important step was the adoption of the article in the Constitution of 1898 empowering communities to vote special school taxes; the *second* great step was taken when provision was made in our laws for professional supervision of the schools; the *third* step was the assumption of executive function in the State Superintendent's office; the *fourth* and last step will be in the selection of school boards. The speaker said that while there was some force in the arguments advanced by the speakers who preceded him, he *still* believed that the people of Louisiana could safely be entrusted with the selection of their school boards. If the people were instructed as to the kind of men who should be entrusted with this important office, he felt sure they would do their duty and that the best men would be selected.

President Moss announced that Dr. Brumbaugh had been called home on account of serious illness in his family and could not be present to take part in the program.

State Superintendent Aswell delivered a short and pointed address, and paid a merited tribute to the memory of Alcide Judice of Scott, La., one of the best friends of education in Louisiana. Mr. Aswell then made the following recommendations:

1. That hereafter before becoming eligible a superintendent be required to hold a certificate of eligibility from the State Board of Education.
2. That the State provide larger teacher-training facilities.
3. An increase of State appropriations from 1 13-20 mills to 2 mills.
4. Overlapping school boards representing each ward and elected at large. Each board to consist of at least nine members to be divided in three groups of three members each, one-third retiring at each Congressional election; provided that all in excess of nine members be placed in the third group.

On motion of Mr. Klotz, duly seconded, the above recommendations were adopted and the Legislative Committee instructed to embody them in a memorial to the Legislature.

Miss Agnes Morris delivered an interesting talk on the possibilities of women's clubs in making school conditions better.

She thought that women could help make school sanitation better, to help provide cleaner schoolhouses and help prevent the spread of communicable diseases. Miss Morris's talk was well received.

At this point the chair announced that the time had come for taking up the regular business of the Association. The minutes of the Shreveport meeting were read and adopted. Under "Report of Officers" the Secretary stated that the Association had enrolled among its members forty of the fifty-nine parishes; that the following parishes were enrolled under the amendment to the Constitution permitting the entire board to become members for an annual fee of \$5.00: Acadia, Avoyelles, Assumption, Caddo, Calcasieu, East Baton Rouge, Iberville, Lafayette, Pointe Coupee, Richland, Rapides, St. James, St. John, St. Martin, Terrebonne, Orleans.

The following parishes are represented by individual membership: Bienville, Bossier, Cameron, Concordia, De Soto, East Carroll, East Feliciana, Franklin, Jackson, Lincoln, Livingston, Madison, Madison, Morehouse, Red River, Sabine, St. Charles, St. Tammany, Tensas, Union, Vernon, West Baton Rouge, Washington, Webster, Winn.

The Secretary stated that the membership for 1908 was upward of one hundred fifty members, more than double the membership of 1907.

The Treasurer, J. M. Davies, of Minden, being absent, there was no report from that officer.

The following parishes whose names were not on the roll of the Association last year were represented this year: West Feliciana, Ascension, St. Landry, St. Bernard, Plaquemine, Lafourche, Madison, West Carroll and Grant, making the total enrollment of the parishes now 49, with only ten parishes not represented in the Association.

On motion, duly seconded, the bills against the Association for the past year were referred to the Executive Committee with power to approve and to order the Treasurer to pay the same.

By Supt. V. L. Roy, of Avoyelles—

Whereas, the present laws affecting the sale of timber lands on sixteenth sections, and the lease and sale of said lands, are not of such a nature as to meet present needs and subserve the best interest of the public schools of Louisiana;

Resolved, that it is the sense of the Louisiana School Board Association that the State Legislature be urged to modify, at its next session, the present laws in such a manner as to give parish boards more authority in the disposition of said lands and said timber and oil and mineral rights.

Adopted.

By Supt. J. N. Gourdain, of St. James—

Resolved, that it is the sense of this Association that the laws of the State should be so amended as to confer upon school boards the power of levying taxes to secure the necessary revenues for the organization and maintenance of the public schools.

Carried.

By Supt. R. E. Hingle, of Plaquemine—

Whereas, an improved system of roads is necessary in all rural sections in order to carry out the school consolidation plan; and,

Whereas, many of the river parishes of this State would be vastly benefited by the enactment of a law whereby the various levee boards shall maintain the roads;

Be it Resolved, that the Legislature be memorialized through a committee of this Association to enact a statute which shall require the levee boards to assume control of the roads contiguous to the levees in the river parishes.

Adopted.

Under "Election of Officers," Supt. Gourdain moved that Dr. N. P. Moss' valuable services to the Association and schools of the State be recognized by re-electing him President of the Association.

Dr. Moss was unanimously re-elected President.

L. J. Alleman was re-elected Secretary; and Supt. A. M. Hendon was elected Treasurer to succeed J. M. Davies.

The following Vice-Presidents were elected:

Mathias Reuter, of St. Bernard, First Congressional District.

Andrew H. Wilson, of Orleans, Second Congressional District.

Albert Viguerie, of Terrebonne, Third Congressional District.

P. C. Webb, of Bienville, Fourth Congressional District.

T. O. Brown, of Ouachita, Fifth Congressional District.

Chas. H. Stumberg, East Baton Rouge. Sixth Congressional District.

Dr. E. Regard, of Avoyelles, Seventh Congressional District.

There being no further business the Association adjourned, subject to call by the Executive Committee.

N. P. Moss, President.

L. J. ALLEMAN, Secretary.

MEMORIAL.

TO THE GENERAL ASSEMBLY OF THE STATE OF LOUISIANA:

For and by order of the Louisiana School Board Association, a body composed of representatives of the School Boards of forty-nine parishes in Louisiana, we, its Legislative Committee, respectfully offer for your consideration, and earnestly urge for your enactment into law, the following recommendations, unanimously adopted by that body at its third annual convention, held in New Orleans, April 10, 1908.

1. That hereafter no person may be appointed to the office of Parish Superintendent of Education without first having obtained, under regulations prescribed by the State Board of Education, a certificate of eligibility or qualification for that office.

Argument: (a) This is the most important office in the educational system. (b) It should be removed as far as possible from political influences. (c) It should be made a strictly professional position.

2. That immediate steps be taken to increase the State's facilities for training teachers.

Argument: (a) The State requires not less than four hundred additional trained teachers each year. (b) Our present sources of home-supply yield only about one hundred per year. (c) About one-fifth of our present corps of teachers come from other States.

3. That the annual State appropriation for public schools be increased from one and thirteen-twentieths mills to two mills, and that this be made a fund sacred to the cause of education.

Argument: (a) The common school is the most important institution of a democratic government. (b) Louisiana has a staggering burden of native white illiteracy to lighten. (c) Two mills is not more than we can afford, and is less than many of our neighboring States pay for their schools.

4. That the power of levying taxes for schools be withdrawn from Police Juries and City Councils and vested in School Boards.

Argument: (a) School Boards are now to become elective and directly answerable to the people, and the whole responsibility of the school system should rest upon them. (b) The maintenance and administration of the schools should become a distinct and separate function, independent of all other issues of local government. (c) It would be absurd for a Police Jury to be dependent

upon the will of a School Board for funds to build bridges and roads; it will be scarcely less so now for School Boards to continue to depend upon Police Juries for the ordinary maintenance of the parish schools. (d) The taxing power of Police Juries and Town Councils should be reduced to six mills, and to School Boards should be given the power of levying four mills, or as much thereof as may be necessary for the support of the schools.

5. That the law governing the election of School Boards should be so amended as to provide: (1) that School Boards be composed of members representing each ward in the parish, and that the members be elected at large; (2) that each School Board shall have at least nine members; and (3) that these members shall be divided into three groups of three members each, provided that members in excess of nine shall be classed in the third group, and that the term of one of these groups shall expire successively at each congressional election.

Argument: (a) Though representing the various wards, the School Board acts for the parish as a whole; therefore it should be elected by the parish as a whole. (b) Successful school administration requires continuity of policy, freedom from frequent or radical changes in the Board, stability in the tenure of office of the Parish Superintendent, and immunity from political or factional disturbance. Therefore the same rule that is used in the case of the Boards of Trustees of State institutions should be also applied to School Boards—namely, election and retirement by successive groups.

6. That the State appropriate \$1,000 annually to the support of each approved high school.

Argument: (a) By far the larger number of students never go beyond the high school; it is the "poor man's college." (b) The lack of well developed high schools in every parish is a weak point in our educational system. (c) This appropriation would be an incentive to every high school to get on the approved list.

7. That School Boards be authorized to sell oil and mineral rights on the sixteenth-section school lands; and that, in leasing school lands, they be authorized to fix as a minimum rental per acre the same rate that is in effect for similar lands adjacent.

Argument: Under present laws, requiring these lands to be let

to the highest bidder, it is possible for the rent to be kept too low through the concerted action of renters.

8. That a compulsory educational law be enacted, with a local option clause permitting its adoption in those parishes that may be ready for such a law.

Argument: Earnest efforts are being made by friends of education in New Orleans for the enactment of such a law in that city. If such a law should seem best to a majority of the city's voters, there could be no objection in the rest of the State to their giving it a trial.

9. That the various Levee Boards be required to maintain the public roads along the levees in the river parishes.

Argument: (a) An improved system of roads is necessary in all rural sections in order to carry out the school consolidation plan. (b) The general public would be vastly benefited by placing under the control of the Levee Boards the roads contiguous to the levees in the river parishes.

10. That the salary of the State Superintendent of Education be increased to an amount equal to that paid for the same quality of service in other progressive States.

Argument: (a) The work of this office has grown in greater ratio than that of other departments of the government. (b) Its progress and improvement in recent years have attracted national attention and recognition.

WARREN EASTON,
V. L. ROY,
L. M. FAVROT,
E. L. STEPHENS,
M. T. GORDY,
N. P. MOSS (Ex-Officio),

Legislative Committee, Louisiana School Board Association.
New Orleans, La., April 10, 1908.

**THE NECESSITY FOR CO-OPERATION AMONG SCHOOL
BOARDS.**

PRES. N. P. MOSS, Lafayette, La.

It is with feelings of renewed interest and satisfaction that I greet and welcome the members of the Louisiana School Board Association, and their co-laborers and well-wishers upon this occasion, the third annual meeting of the Association; and I trust that the few hours we shall have the privilege of spending together today may be attended with pleasure and profit in a full measure.

With its avowed mission of assisting the State in fulfilling one of its most important duties—the training of sound and useful citizens—it was altogether fitting for this Association to have had its beginning in a notable building on historic grounds—Garig Hall, on the campus of the Louisiana State University. And it is equally appropriate that this Association should meet to-day in another place reflecting in a special manner the larger and fuller life for which the Association stands—Gibson Hall of great Tulane University.

The Louisiana School Board Association came into existence a little less than two years ago, having been organized July 26, 1906, in the capital city of Baton Rouge, by a small band of earnest school men who were impressed with the high value of such an organization in advancing the educational interests of the State.

The first meeting of the Association following its organization was held in Shreveport, on April 5, 1907, and the degree of interest manifested at that meeting gave strong assurance of the permanency of the Association. Through the efforts of its officers and more active members the entire mass is gradually being leavened, and it will not be long before every one of the fifty-nine Parish School Boards, comprised in the public school system of Louisiana, will be actively affiliating with each other through this parent organization, and be enabled by strength of numbers and combined wisdom to attain great and definite results in the work of public education throughout the length and breadth of our great commonwealth.

The amendment to the Constitution adopted at the Shreveport

meeting, allowing membership in the Association to an entire Parish Board of Education upon the simple payment of annual dues of five dollars, has opened a better way of building up the membership of the Association. By this plan it would have been possible to enroll every School Board in the State in advance of the third annual meeting, but for the fact that every one of these Parish School Boards is upon the eve of retiring from office under the operation of the new law going into effect next November, which makes the School Boards in Louisiana elective by the people hereafter. The reason which has been assigned by many boards for not joining the Association at this time, is "our board will soon be out of office." This announcement was made in a spirit of regret, and was generally accompanied by expressions of interest in the object and purposes of the Association.

It may be well for us to reflect that this incident points in a significant way to the harmful consequences which are likely to attend the administration of schools in all the parishes by the sweeping changes in the personnel of School Boards that will probably take place every four years under the elective system of choosing school directors. All thoughtful persons look upon this feature of the new law with disfavor, and are of the opinion that it will operate as a serious obstacle to the progress of school work in our State, if allowed to stand. This feature of the law will unquestionably open the door wide to petty political domination of the schools, and we all recognize that the injection of politics into the schools will seriously vitiate and undermine this great and fundamental branch of the public service. It may be regarded as certain that unless the present law be modified by the Legislature so as to provide for a system of *continuous* or over-lapping School Boards, the professional politicians will not be able to resist the temptation offered every four years of electing Boards of Education pledged before hand to select some particular individual to draw the salary of Parish Superintendent of Schools, in repayment of a political debt.

This would not be so easy of accomplishment if the membership of school boards were to be changed in part only, at stated times, leaving two-thirds of the whole number seasoned and experienced persons in the work of school administration, and thereby providing in a practical way against any sudden or unreasonable interruption in the carrying out of settled plans and policies

that may be making for the substantial advancement of the schools.

This is a most important question in its relation to the welfare of innocent and helpless school children, and presents a serious problem for the consideration of this association and all earnest friends of the schools, and I trust that some active steps will be taken at this meeting looking to the rectifying of this defect in the new law by the next General Assembly, before any harm may come to the schools from the operation of the law in its present form.

With these hastily prepared introductory remarks, I shall pass on to a brief consideration of the topic assigned to me on to-day's program—"The Need of Co-operation Among School Boards."

In school work, as in all other lines of human activity in which individuals and groups of individuals are engaged, there is a vast expenditure of capital and energy, which may be rendered more potential and effective in accomplishing their ends through the union and systematization of these forces. We see this principle exemplified strongly in the management of all great commercial and industrial enterprises of the day. It is the means of effecting important economy of time, capital and energy, and of increasing efficiency of service.

Commercial bodies and manufacturing concerns, although composed of persons and firms engaged in direct competition with each other, have learned by experience the valuable lesson that in tariff legislation, freight rebates and other matters affecting their common interests, their individual efforts gain immensely in power and effect when exerted together in any given direction.

The same general principle of co-operation underlies the work of boards of education striving in isolated bodies for the attainment of certain common ends—only that the need of utilizing the advantages of co-operative effort in promoting the cause of education is made more obligatory by the fact that the work of boards of education deals not with merely the material affairs of this life, but with the sacredness of the human mind and soul.

It is indeed true that the functions of school boards are most important and far reaching, because in their ultimate effects they have a serious bearing on human destiny, with all that this awe-inspiring statement implies. It must be admitted that a man's character and his course in life is determined by the *kind* of edu-

cation and training he has received in school, no less (and often more) than by the home and church influences of his childhood. This is especially true in our own day when fathers are so busy making money and mothers so deeply absorbed with club and social duties, that their children are almost entirely dependent on the school for their mental and moral training. This is not a theory, but a condition, a grave condition that must be met by school boards and teachers, and which calls for the exercise of good judgment, intelligent effort and high devotion to duty in its solution.

A unification of boards of education, then, can be made to accomplish two specific objects. First, promote their efficiency in conducting the more strictly practical and business branches of their work. Second, bring the school boards into closer relation with the theoretical work of a school system, and, consequently, nearer the teaching force and the more vital and far-reaching interests of the school.

Generally speaking, members of boards of education, when they remain in isolated groups, are apt to believe that their whole duty consists in building schoolhouses, employing teachers and purchasing supplies, requiring no further thought or discussion beyond pacifying a local community. The average school board member believes that his whole school system is "all right" when matters between the board, teachers and the public are harmonious. Standards of excellence involved by comparison are almost unknown to him. Progress has, as a rule, been made by the professional portion of a school system at the risk of opposition and defeat. Many school boards have, it may be said, obstructed rather than promoted the professional or theoretical work.

The value of co-operation through State and national associations of school boards in overcoming the provincial and obstructive spirit in school administration can not be overestimated. Such associations not only become a powerful factor in promoting desirable ends in the cause of education, but they tend to strengthen the individual member for the duties assigned to him, by arousing him to a consciousness of the importance and sacredness of his responsibilities.

Associations of school boards are not new, although it is only within recent years that they have assumed proportions of any

consequence. Where these associations exist as in several northern and eastern States, and in Texas, they have grown to the point of being able to exert a great influence in the way of securing progressive school legislation.

There is special need of co-operation among the school boards of Louisiana at this time, when it may be said that the public school system is about to pass through a crucial stage of its existence. It is through our combined experience of past years and unity of action that we can most likely provide against error and danger in directing the future course of the public schools.

A system of public instruction worthy of the name was not known in Louisiana until able and vigorous leadership was brought to bear upon the educational forces of the State in very recent years. Under the new order of things trained teachers directed by professional educators has had the natural effect of raising the standard of the schools to a notable extent, and of improving their efficiency and usefulness in a corresponding degree. This long step forward was not gained without a hard struggle against practices and abuses that, through long years of standing, had rendered the public school system of Louisiana of very doubtful utility.

This vantage ground gained by hard and faithful work must be preserved to the children of Louisiana, but to do so will require determined and unremitting effort on the part of the friends of education. Present school laws will have to be strengthened and new ones enacted, giving more extended powers to school boards than they now enjoy, and making it possible to maintain the present high standard of supervision so essential to the continued onward progress of the schools. Without trained or professional supervision of the schools the work of education in our midst will retrograde in place of going forward, in the same way that a railroad service will become unreliable and dangerous if the running of its trains is put in the hands of incompetent and inexperienced conductors and engineers.

If the people expect and require a high order of intelligence and ability in the conduct of the ordinary and material affairs of this life, how much more particular and exacting ought they to be in a matter which concerns the highest welfare of their children and of the race? If education means, as it undoubtedly does, the teaching of not how to live in the mere material sense only, but

in the widest sense; how to use all our faculties to the greatest advantage of ourselves and others; to look up through nature to nature's God—then there can be no pains too great for us to take in choosing the kind of teachers and the kind of school supervisors with whom must rest in a very large degree the welfare of our children and the nation. Whatever else may happen, the cause of education can not be neglected; the training of the mind and character of the rising generation lies at the very foundation of good government and good citizenship.

And in the final analysis it is upon the school boards of the land that the responsibility rests chiefly, of providing good schools for the children under their jurisdiction. As it is the early training which lasts the longest and that most strongly influences life and character, it is of the utmost importance that the education of children should be in trustworthy and competent hands. To do this—to place the child in the midst of surroundings and under beneficent influences that tend to develop the hand, the heart and the head for useful and noble ends, is the sacred obligation imposed upon boards of education; and much, and valuable, assistance in the proper discharge of this great trust will be gained through a cultivation of the spirit of co-operation between the members of school boards as individuals, and acting in a collective capacity. And the attainment of so sublime an object is worthy of our highest and most patriotic endeavors.

HOW SHOULD WE SELECT THE SCHOOL BOARD?

HON. WALTER J. BURKE.

The subject consigned to me for discussion refers to a crisis in public education in Louisiana. How should we select the School Board, means how are we to adjust ourselves to the transition from an appointive to an elective School Board in each parish.

The unthoughtful, those indifferent to school work, or ignorant of the nature of its superintendence, will readily reply that the matter has been adjusted when the Legislature declared that the board should be elective in the same manner as affects the office of Governor or ward constable.

Yielding to none in excess of fervor of adherence to democratic tenets which destroy centralized government, believing that it is essential to good government that the people should choose their public servants, still am I constrained to believe that under present conditions it were better to continue the selection of school directors by appointment rather than by election. It would serve no useful purpose, however, to discuss at length this doctrine at this time, with any hope that the appointive power would be entrusted with the selection of school directors.

Because of political emergency, there had grown up in this State an appointive system which had properly become obnoxious to its citizenship. The day of its necessity has passed, and there was clamour for the return of the power to those who had surrendered it for the common weal. The clamour was loud and its demand was for a divesture of all vestige of authority in the Governor as an agent for appointment to office. Some of the discussions incident to this crusade would have lead a foreigner to believe that the Governor was a usurper, a robber of the rights of Louisianians, who must be shorn of all power that liberty might be restored to the people.

The correct situation was that the time had come when there should be an abridgement of the appointive power placed, of necessity and for a time, in the hands of the Governor; but the question of what appointments were to be abolished and what vested somewhere, remained one of great moment. That all appointive power must be suppressed, and all offices reserved to elective

choice may sound well, and to the extent that it is practicable, has the sanction of democratic tenets.

But we would seek to teach an impractical doctrine were we to stretch the principles of self-government to declare that all the governmental policies, as well as the choice of all servants and agencies to execute them, must be determined by a direct exercise of the suffrage. There are policies of government which are decided directly by the voters because they arise in a manner susceptible of such decision. Other incidents there are which arise as incidents of government and which are decided by the public servants to whose control they are subjected. Because such incidents arise and are so decided, does not make them the less the decisions of a self-governing people. And so it is with the appointive power.

It is not because a public servant is chosen by appointment that he is less a servant of the public; that his tenure of office is less upon the will of a self-ruling people. It is inconsistent with the best interests of government that all officers should be elected, and it becomes a question for the people to determine as to where the elective should end and the appointive begin.

I join the ranks of those who believe that the restrictions on the appointive power should be great; but in the jealous guarding of our rights political, let us not cut the efficiency of our public service by making the opportunity of good citizens to render public service to the State so fraught with effort as to bring discussion to such patriotic desire. And this, I believe, is likely to prove the case resulting from an elective school board.

Without the hope that directing attention to the advantages of an appointive school board would result in the restoration of that system, I will still venture to advance the advantages of that proposition, and beg you to bear with me while I do so, with the ultimate purpose of suggesting a plan under the elective system which will approximate in its results as much as is possible the benefits to be derived under an appointive system.

Whenever a public office is to be filled, to which salary is attached, we may generally determine that it may, with advantage, be elective. The honors of the position and the salary offer worthy stimulus to men of proper grade for each office, and they may well go into the political contest, not only with the laudable

aim of serving the State, but also with the satisfaction of receiving material benefit if trusted by the public confidence as expressed by the ballot.

But how different with the office wherein the citizen is called upon to render service without compensation. The office of that kind generally are such as call for good executive ability, good judgment and experience, as well as good citizenship. They belong to that category, generally, where the State requires aid to its work and secures it free, from the patriotism of its citizens. Many of those who are competent and of worth will render such service with loyalty when invited to do so. The performance of such civic duty will be sufficient compensation to them. How many of equal competency will seek to render such duty, if to do so one must enter into the turmoil of political strife, with all that it means?

Experience will demonstrate that the very class whose public service should be retained upon boards, rendering honorable but unremunerative services, are indeed the class of men whose lines of activity and usefulness are away from contest for office, however honorable that may be, but whose experience, worth and good citizenship make them particularly desirable as persons of whom the State may demand gratuitous services.

And this is one reason for believing that in paring the executive power we have gone too far at this time in making the decision of school boards a substitute for its appointment. More particularly is this the case because the appointive power rested not in the Governor, but in a board whose energies were entirely devoted to the construction of an efficient school system in the State.

Another reason of paramount importance is the necessity of a uniform system of public education in this State.

The needs of that cause call for a system devised, effected and sustained by the best thought devoted to educational work. The child of the backwoods and the child of the city should have equal access to the source of knowledge; and it should not only be provided that he should have such access, but there should be some central authority to make that accessibility certain.

That is the province of the State Board of Education. Under the leadership of that superb educator, Professor Aswell, more has been done in four years to attain this end than was possible

during preceding decades. I say this with no discredit to the magnificent work done under former superintendents, who were struggling to uphold a system and making possible by their useful work the happy results attained under the present superintendent; but their work enabled him to bring about the fixity in the standard established, and having the power to insist upon the attainment and maintenance of that standard, it was possible to advance the cause of education to an extent astounding to those who have slept while the march of progress was onward.

A perfect system of State education is intolerant of one standard for one parish and another standard for another parish. The system must be one under a competent director, able to reach out in its benefits to all portions of the State. The enlightened communities are to be pressed forward; the backward communities are to be awakened to keep pace with the standard as raised, and there must be that intelligent direction of the entire work so necessary to attain success.

Of course if we were to believe that adherence to democratic tenets required of us to leave to each community the determination of the quantity and quality of schools; that each community might have good, bad or indifferent schools as it preferred, then the position advanced would be untenable. However, such a policy would be destructive of the best interests of democracy itself, which demand the enlightenment and virtue of its citizenship. It is of interest to the entire State that the advantages of an intelligent and modern educational system should prevail everywhere, inasmuch as the State depends upon intelligent citizenship, whether in the metropolis or in the backwoods.

An intelligent and progressive educational system cannot be put into execution in the various parishes of this State, unless it be under the intelligent direction of some central power.

The question will be propounded: Why cannot the local boards, elected by the people of each parish, carry to consummation the plans advised by a State Board, as well as would boards appointed by the State Board?

The reason is patent and is verified by experience.

If the local boards are independent of the State Board, if they hold no commission through the State Board, these local boards would be at liberty to adopt what pleased them, and to discard

what pleased them of the educational system and project of the State, unless some very radical change be effected in the law as it stands to-day.

Some communities would thrive and some would be sluggards educationally, dependent upon the competency and enthusiasm of those elected to serve upon these boards. If these sluggards alone would suffer, little might some care. But such is not the case. Every ignorant community is to the body politic as gangrene on one's arm would be to the human body. The sanity of the whole is affected.

But it is written that the selection must be by election.

I have advanced the propositions that the appointment of the local boards gave greater assurance of competent school boards, as well as of uniformity and high standard in the system of education.

I purpose to discuss the election of school directors with the view of suggesting some plan by which we can approximate satisfactory results both as to the selection of school directors by election as the maintenance of satisfactory system of educational supervision throughout the State on the part of the State Board of Education.

The statute credited to the Legislature of 1906 simply provides for the election by the people of a school director for each ward of every parish in the State. This election is fixed at the general election held in November of the present year and every four years thereafter. It fixes the compensation of the members from the rural districts at three dollars per day for each day the member may be required to attend the meetings of the board, adding thereto mileage for the distance traveled. The qualifications are that the director should be able to read and write and own and be assessed in his own name of property to the value of three hundred dollars.

Evidently the Legislature had uppermost in mind the elective board, and did not concern itself with the creating of a system which would make the system thus created an effective one.

The upbuilding of the school system in this State has been the result of years of travail, and its efficiency has been assured because of the power which the State Board of Education had to enforce the educational projects it devised. It could establish

and maintain grades, enforce discipline, and insure the adoption of the best systems of teaching, and give to each community the benefit of the splendid superintendence for which the State pays a director, and this it more efficiently could do because of its direct control of the local members.

The law then should have gone to the extent of making provision so as to insure under the elective system, efficiency in the Board of School Directors for the parish, as well as an efficient system of State supervision over the educational work of the boards so elected.

Let us consider these two propositions separately.

Firstly, as to the necessity of insuring the election of competent directors, and as to the best means of attaining this result. It is not enough for the law to have provided that one director, able to read and write and owning property to the value of three hundred dollars assessed in his name should be elected from each ward. The property qualification has some recommendation to it, but the educational qualification should have a more definite standard than is indicated by the term "able to read and write." One may be able to read the primer and may write his name, and still not have the qualifications which should be included in the term "educated." To allow the untutored to direct the education of the young is to invite the blind to lead the blind.

The person who desires to serve as a director upon the school board should not necessarily hold a college diploma, nor even one from our own high schools, but there should be the fact ascertained by such system as may be provided that the director possesses that ordinary schooling which is necessary for the intelligent transaction of public business. The manner of determining such qualification is only one of detail. The proposition is not a novel one. Our laws now provide for the Justice of Peace, that he should be able to read and write the English language correctly, and be a citizen of good moral standing in the community in which he is elected to serve; and his qualifications must be manifested by a certificate signed by the Board of School Examiners before the commission will issue to him.

When we consider what the education of the young generations means to the State, there will be no controversy to the proposition that it is as important that the school director should stand

such a test as it is to have it for the Justice of Peace. Again, such directors should not be elected at any general election, but at a special election in some manner or other under the supervision of the school authorities so that it will appeal distinctly and separately to the voters as a school matter.

A happy suggestion has been made to me that such elections should be held immediately after the close of the school sessions for the summer months, when the working of the board will be fresh in the minds of the patrons of the schools and their interest more actively alive in behalf of education.

Every man in touch with public life knows that in general elections there is ever present the bartering of votes among various candidates. One running for Justice of Peace will barter for one running for any other office for exchange of support. Each candidate looks to his own election as of primary importance, and the alliances are made, not with the view to the general good, but with the view to the candidate's own success. However unfortunate it may be, true the situation is to a great extent as described.

While it is impracticable to separate all elections, and we must bear these evils until some remedy be found, it is possible to safeguard the school interests by segregating them in a class to themselves and placing them in the hands of friends of the cause. If the election were thus segregated, and there being no emoluments to the office, there would be no energy awakened among office-seekers, but those only interested in school affairs would find invitation to the task. In this manner it may be hoped to bring to the service of the school interests men who are willing to give their abilities to the public weal, but who are not willing to enter contests of political turmoil for the privilege of rendering such gratuitous services.

Another suggestion along the line of insuring the proper qualifications of the director is, that his election should be from the parish at large.

It is a sad truth that in many rural wards there is a practical impossibility to elect to office a man of the qualifications required for a school director. Competent men there might be in such wards, but in cases in which the mass of voters of any particular ward are illiterate, they will readily select an illiterate to represent them in matters educational as well as in other matters political.

Under such circumstances it is easy to imagine how incompetency may be put in place. The untutored man with the power of leadership may loom up in a small ward, but dwindle much in a large parish. It is not essential to school interests that there should be one director from each ward.

Men selected at large are just as liable to render justice to all sections of a parish as though their selection were bounded by narrower geographical lines. A board of five or seven directors, elected at large, would represent the parish at large; and one would have to possess that kind of character and those qualifications which are known to an entire parish before being elected to an office in which his functions required him to act, after all, for the entire parish.

But if the representation must be by ward, let the candidate present himself from any given ward and submit his candidacy to the people of the entire parish.

The efficiency of the parish school boards could well be augmented were it provided that a proportion of the directors should be selected each alternate year, thus insuring the continuance of a policy of direction.

The second proposition referring to the necessary supervisory power which the State Board of Education should have, brings forward the suggestion that this can be attained by restrictions of the functions of the school boards to the direction of the financial and business affairs of the board, but leaving the superintendence of school matters proper, the school room, to the direction of the local superintendent, who, under the law, should obey and carry out the educational policies and projects determined upon by the superior authority without any discretion in him. The vigor of the entire system cannot be assured unless such provision be made.

An elective board unaccountable to higher authority may place its own constructions upon the provisions of law as to matters of education, may fix its own standards and carry out its own systems despite the protests or directions of the State Board of Education, unless there be some manner of ascertaining that authority, and this cannot be better accomplished than by placing the execution of such educational regulations as may be fixed in the hand of the local superintendent and making him responsible to the higher authority in these matters.

In order to make this practicable, the local superintendent should never be elected by a popular vote. His qualifications ought to be fixed by law, his selection ought to be by the local board subject to the approval of the State Board of Education.

I make this suggestion for the reason that as a matter of fact one of the most arduous duties which the State Board has to encounter was that of enforcing its resolution demanding certain standards of qualification of the various parish superintendents throughout the State.

If the local board should have exclusive power of selecting a superintendent, and this superintendent should refuse to carry out the policies of the State Board of Education, that board should have the authority to depose him and to insist upon the selection of some competent person who would not impede the educational work of any parish.

These suggestions but outline a plan which may be adopted to make efficient the new policy in matters educational. If they do not meet with favor, but still direct the public thought to the necessity of some satisfactory legislation upon the subject of the selection of school boards, then this effort will not have been in vain.

THE RELATION OF THE SUPERINTENDENT TO THE PARISH BOARD IN THE SELECTION OF TEACHERS.

HON. FRANCIS G. BLAIR, Springfield, Ill.

I want to say at the very outset that I have not come before your members of the School Board Association of Louisiana with the thought that I can give you any suggestions on this question. The fact is, that in your State you have gone so far ahead of us in Illinois on this particular point that just now an Educational Commission at work on the school system is looking towards your State for suggestions on the very point under consideration. Under the leadership of your distinguished Superintendent of Public Instruction you have made great progress in right directions. You have gone much farther towards the centralized system of schools than it would be possible for us to go in Illinois. If I have any suggestion to offer at all it is that you should keep before you always the fact that a common public school system belongs to the people. It is of the people, for the people, and by the people. Everything that is done must be done in the open and with a sincere and genuine desire to meet the needs of the people. There are times, I am sure, when the people in certain communities need to be shown what is the right thing educationally. Your system gives you a much better opportunity to do this than the decentralized system of some other States.

A free common school system maintained by public taxation is justified on the ground that the welfare and safety of a democratic State demands an educated citizenship. In the management of a system thus conceived and thus supported there are at least three large interests which demand attention in the solution of every large question which arises. These three interests are the interests of the State, the interests of the taxpayer, and the interests of the children. In the practical operation of the common school system it is the general practice to have a board of men or women appointed or elected who shall be responsible for the successful conduct of the school and who are supposed to be somewhat familiar with the large interests involved and able to treat them all justly. When a board of education meets together to consider the building of a schoolhouse they are supposed

to understand the interest which the State has in the proposition, the attitude of the taxpayer, and the needs of the children who are to live and work in the building. It is well nigh impossible for any board thus constituted to do equal justice to all of these interests. The taxpayer is usually present to insist that the appropriation shall be kept within limits. The Board of Education will constantly be reminded of his interests. They will have their window wide open towards the broad acres of ground that must be assessed and taxed, towards the herds of cattle and horses, the flocks of sheep, towards the town lots, stocks and bonds, and bank balances. They are, as a usual thing, not given to neglecting the interests of the taxpayer. The law will constantly call their attention to the requirements of the State in the matter, but the interests of the children, though ever present, may sometimes not make as strong an appeal as do the interests of the taxpayer. I believe that any Board of Education or any body responsible for the management of the public school system will come more nearly serving all of the interests justly when they seek earnestly to serve the largest and best interests of the boys and girls who are to attend school.

But the purchasing of a lot or the building of a schoolhouse is not the paramount function of a board of directors or a board of education. They perform their greatest work when they meet together to select a teacher. While I am not given over much to religious forms, I believe that a board of education might do well to have at least a period of silence in which they should try to listen to any discussion that may come up as to whether the taxpayer will be willing to pay such and such a salary or not, or whether it would be wise to take on local talent rather than to go outside, or whether it would not be wise to take the graduates of their own high school in preference to better trained teachers,—I say when such questions come to the front I should like to have someone touch a button and have the children whose teacher they are trying to select come into the room, and to have some one say, "Gentlemen, these interests which you have been considering are all worth while and you should seek to do justice by them, but here are the children whose interests you have been elected to conserve. These children are to sit at the feet of this teacher for five days out of the week and nine months out of the year. They also have rights

in the matter. A trustee who robs the minor heir of his lawful portion is no more guilty than that school director or trustee who deprives a child of his district of the very best teacher that can be had."

I believe that the common school system must be kept close to the people. They are a part of it and it is a part of them. Therefore, the officers who administer it must be elected by the people to represent them. In administering most of the affairs of the school, a board thus constituted and thus elected is the most satisfactory method which can be devised. One of the finest exhibitions of unselfish service for the common school is this vast army of men who give their time and services free to this great institution of the common school. It is doing them no discredit, however, to say that there are certain matters which come before them upon which they may not be competent judges. I am inclined to think that this is the case when it comes to the selection of a teacher. There are certain elements in the makeup of a teacher of which a board of education may be competent to judge. The looks of a teacher, her manner and language, all that complexity of things which we usually call personality, can be as well discerned by a board of business men as by an expert in education. I have been greatly surprised several times to see how a member of a board of education will detect a flaw in the personal makeup of a teacher which has entirely escaped the eye of the expert school man. The personal appeal which the candidate makes to the Board will, in the main, be the same sort of an appeal that his personality makes to the children. But there are at least two other large elements in the makeup of a teacher, neither of which is a matter which can be easily judged by a board of directors. The teacher must know the subject which he is to teach. There is no substitute for this. In most cases the board of education assumes that the possession of a certificate is a guarantee on this matter, but certificates are sometimes so general in their character as to give little information concerning special knowledge of special subjects. Here is clearly a demand for the judgment of an expert to ascertain the fitness of the candidate in this particular respect. I have found boards of country school directors employing individuals who had certain superficial manifestations of learning, but who were so shallow-minded and ignorant that they could not hold

the respect of the children for a week. The teacher must not only know the subject, but he must know something of the mind of the learner and the ways in which he acquires knowledge. He must also know how to take the subject-matter and the child's mind and bring them into that economic educative relationship out of which grows, buds and blossoms, the child's education. This skill is not a matter which an ordinary board of education can discover. It demands the educational expert.

It seems to me that in the selection of a teacher for country school the county superintendent is the proper person to select and nominate the teacher, the board having power to confirm or reject the nomination. In this way boards of directors in a county, where the director plan is used, could hold the county superintendent responsible for the kind of teacher placed in their school. And the county superintendent would have this decided advantage: He could place teachers in the various schools who had the fitness to do the quantity and quality of work which he wished to have done in his county. He would have an opportunity to carry his ideas and plans throughout the system of schools. I hear testimony every once in a while from perfectly competent supervisors that their plans have failed in many instances where boards of directors have persisted in employing teachers who were either incompetent or unfit to do the work, or who in some instances were antagonistic to the general plan.

In cities, the city superintendent is the person who should select and nominate the teachers. The board of education ought to act as trustees of a business concern, selecting a man in whom they had confidence for the head of their system, letting him have the power to nominate the teachers who are to serve under him in order that his ideas may receive the right sort of treatment throughout the system of schools. The board could hold the superintendent responsible for the success or failure of the schools.

I know of no other way to improve an educational system than by improving the quality of the teaching done in that system. There is no other way to improve the quality of the teaching than by improving the character of the preparation of the teachers. There is no better way of doing this than to let it be known that when a teacher presents character and preparation, to a competent

judge, an educational expert, who has the ability to discover such character and preparation, will pass upon her qualifications. A premium must be put upon preparation and fitness. The only way that this can be done in my way of thinking is to have the most competent persons pass upon the qualification and the selection of teachers.

As I said in the beginning, it seems to me that you in Louisiana are moving in the right direction, and that you already have much in your system which can be copied by other States with excellent results.



ALPHABETICAL LIST OF MEMBERS.

ALEXANDRIA 00, FRANKLIN 01, BATON ROUGE 02, RUSTON 03, LAFAYETTE
04, ALEXANDRIA 05, BATON ROUGE 06, SHREVEPORT 07,
AND NEW ORLEANS 08, MEETINGS.

"Three successive absences accompanied by three successive failures to pay the annual fee shall be sufficient cause for discontinuance of membership. No member shall be entitled to vote or to receive the published proceedings of the Association until the fees have been paid." (Extract from the Constitution, Article III.)

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- Abbott, T. C., Cheneyville, La., 07, 08.
 Abel, Louise, Franklin, La., 08.
 Abery, M., Arcadia, La., 08.
 Ables, Mary E., Jackson, La., 07, 08.
 Abney, W. A., Dixie, La., 08.
 Abrams, Octavie E., New Orleans, La., 02, 04,
 05, 06, 07, 08.
 Abrams, Yetta, New Orleans, La., 08.
 Abrams, Ray, New Orleans, La., 08.
 Abribat, V. S., Raceland P. O., La., 07, 08.
 Abribat, M. J., Lockport, La., 08.
 Abribat, Alice, Raceland, La., 07, 08.
 Adair, R. H., Bunkie, La., 06.
 Adams, ———, Jackson, La., 07.
 Adams, Mrs. Claude, Ada, La., 07.
 Adams, Eugenia, Effie, La., 06.
 Adams, B. C., Smith, La., 06, 07.
 Adams, Margaret C., New Orleans, La., 03, 05,
 08.
 Adams, Roxie J., Alexandria, La., 03, 05, 07, 08.
 Addicott, James Edwin, New Orleans, La., 04, 05,
 06, 07.
 Addison, Helen, Donaldsonville, La., 06.
 Addison, Ouida, St. Clair, La., 06.
 Ahrens, Annie H., New Orleans, La., 04, 05, 06.
 Ahrens, H., Station 13, R. F. D. No. 2, New Or-
 leans, La., 05, 06, 08.
 Aillet, C., Baton Rouge, La., 07.
 Aitkens, Charles A., New Orleans, La., 01, 02,
 03, 04, 06, 08.
 Aitkens, Emma C., New Orleans, La., 03, 04, 05,
 06, 07, 08.
 Albert, George, Gretna, La., 08.
 Alberti, Bertha, Sun Rise P. O., La., 08.
 Aldrich, M. A., New Orleans, La., 07.
 Alexandria, Esther, Lecompte, La., 07.
 Alexander, J. A., Ennis, La., 07, 08.
 Alford, Allie, Elitown, La., 08.
 Alford, Haidee, Amite, La., 07, 08.
 Alford, T. B., Leesville, La., 07.
 Allain, Hellian, Baton Rouge, La., 06.
 Allan, Evelyn, Ruston, La., 07.
 Alleman, L. J., Baton Rouge, 00, 02, 04, 05, 06,
 07, 08.
 Alleman, Lucy, Centreville, La., 06.
 Alleman, S. A., Napoleonville, La., 00, 01, 02,
 03, 04, 05, 06, 07, 08.
 Alleman, Stella, Centerfield, La., 06, 08.
 Allen, Eva, New Orleans, 08.
 Allen, G. B., Franklin, La., 06, 07, 08.
 Allen, May, Denham Springs, La., 06.
 Allgood, Evelyn, Alexandria, La., 08.
 Alonzo, Antonia, New Orleans, La., 80.
 Alves, Carry, Napoleonville, La., 08.
 Amacker, Maud, Kentwood, La., 08.
 Ames, Mary A., New Orleans, La., 03, 04, 06, 07,
 08.
 Amett, James, Kentwood, La., 08.
 Anderson, James L., Minden, La., 06, 07.
 Anderson, L. M., Ostrica, La., 06, 07, 08.
 Anderson, Lonnie, Kilbroune P. O., La., 08.
 Anderson, Mrs. M. E., Washington, La., 00, 04,
 05, 06.
 Anderson, Ward, Lake Charles, La., 02, 04, 05,
 08.
 Andrews, Minnie, Frierson, La., 07.
 Andrews, Ruth, Couchatta P. O., 07, 08.
 Anglin, J. N., Latcher P. O., 06, 08.
 Annison, E. J., Zachary, La., 07.
 Annison, E. J., Zachary, La., 07.
 Arho, V. K., New Orleans, La., 02, 03, 04, 06.
 Arbuthnot, Emma, Union, La., 08.
 Argue, Jane L., Laurel Hill, La., 06, 08.
 Armstrong, Annie, New Orleans, La., 03, 04, 06,
 07, 08.
 Armstrong, D. J., Lillie, La., 07.
 Armstrong, Kate, Winsboro, La., 06, 07, 08.
 Arnette, W. P., Estherwood, La., 04, 06, 08.
 Aronson, Leah, Voorhie, La., 06.
 Ashurst, Ida, Hammond, La., 08.
 Aswell, J. B., Baton Rouge, La., 00, 01, 02, 03,
 04, 05, 06, 07, 08.
 Atkins, H. B., Athens, La., 07.
 Aubois, Mary C., Welcome, La., 06.
 Aubrey, Thos. C., Verda, La., 03, 06, 07, 08.
 Aubrey, Mrs. N. C., Verda, La., 07.
 Aubrey, Viola, Verda, La., 08.
 Aucoin, A., Plattsville, La., 06.
 Aucoin, Numa, Plattenville, La., 04, 06.
 Aurianne, Augustine, New Orleans, La., 00, 04,
 06, 08.
 Austin, Amanda, Shreveport, La., 07.
 Avant, Theresa, Fayette, La., 07.
 Averill, Louise E., New Orleans, La., 03, 04, 05,
 06, 07, 08.
 Averill, Grace, New Orleans, La., 04, 05, 08.
 Avery, J. L., Hartman, La., 07.
 Avery, Mrs. J. L., Hartman, La., 07.
 Avery, La Saine, Scott, La., 06, 07, 08.
 Avery, W. J., Lafayette, La., 00, 03, 04, 05, 06,
 07, 08.
 Aycoc, Cassie, Grigsby, 08.

ALPHABETICAL LIST OF MEMBERS: ALEXANDRIA, FRANKLIN, BATON ROUGE, RUSTON, LAFAYETTE,
ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Aycock, E., Arizona, La., 08.
 Babin, Mrs. Annie, Hope Villa, La., 06.
 Bacot, Mary, Baton Rouge, La., 06.
 Bagnal, Marie, Lafayette, La., 00, 03, 04, 06, 07.
 Bagnal, Maggie, Lafayette, La., 06, 07.
 Bailey, Edw. L., Jackson, Miss., 08.
 Bailey, Mary, Bienville, La., 07.
 Bains, Mary, Belthany, La., 08.
 Baker, Beulah, Burnside, 07.
 Baker, L., Lobdell, La., 07.
 Baker, Mary, Winnfield, La., 06, 07.
 Baker, Mieton, Vick, La., 06.
 Baker, R. O., Abbeville, La., 08.
 Baker, Q., Patterson, La., 06.
 Baldridge, Mrs. J. D., Center Point, La., 05, 06.
 Ballard, Laura, Scicily Island, La., 08.
 Banis, Mary, Grand Cane, La., 05, 07.
 Bankston, Lou, Mt. Herman, La., 08.
 Bannon, Leonora, New Orleans, La., 08.
 Barber, J. D., Ida, La., 04, 07.
 Barbia, Alma, Marksville, La., 07.
 Barbin, Daisy, Marksville, La., 05, 06, 08.
 Barham, J. M., Marksville, La., 03, 04, 05, 06, 07, 08.
 Barham, Mrs. J. M., Marksville, La., 06, 08.
 Barlow, Lillian, Plattenville, La., 08.
 Barlow, Ellen, New Orleans, La., 08.
 Barman, Idie, Dutch Town, La., 05, 06, 08.
 Barnes, E., Monroe, La., 07.
 Barnes, Winnette, Arcadia, La., 04, 07.
 Barnes, M., New Orleans, La., 07.
 Barnes, Mrs. Ella, New Orleans, La., 08.
 Barnes, Mary C., New Orleans, La., 07, 08.
 Barnes, Mabel R., New Orleans, La., 08.
 Barnett, Jane, New Orleans, La., 07, 08.
 Barnett, Ida, New Orleans, La., 08.
 Barnes, M., Wascom, Texas, 07.
 Barr, Florence E., Glenmore, La., 05, 06, 07.
 Barr, W. S., Bratner, La., 07.
 Barre, Mrs. Adele, Edgard, La., 08.
 Barrett, Ellen, New Orleans, La., 03, 06, 07, 08.
 Barrow, Aubyn, Antioch, La., 08.
 Barrow, Martha, Baton Rouge, La., 05, 06, 07.
 Barow, Mary, Baton Rouge, La., 05, 08.
 Barrow, Ida, New Orleans, La., 05, 06, 07, 08.
 Barry, Elizabeth, New Orleans, La., 08.
 Barry, Mary, New Orleans, La., 03, 04, 05, 06, 08.
 Barryhill, Susie, Roseland, La., 06.
 Barthoff, Harriett, Shreveport, La., 03, 04, 05, 06, 07.
 Bartley, Anna C., New Orleans, La., 08.
 Basch, Mary, Shreveport, La., 07, 08.
 Bateman, J. W., Franklinton, La., 05, 06, 07, 08.
 Bateman, Hazel, eJanerette P. O., La., 05, 08.
 Bates, Maud, Baton Rouge, La., 02, 05, 06.
 Bath, Belle, Shreveport, La., 03, 04, 05, 06, 07.
 Bath, A. E., Natchitoches P. O., La., 07, 08.
 Battalora, Edna, New Orleans, La., 08.
 Batte, Julia, Tallulah, La., 08.
 Bauer, Nicholas, New Orleans, La., 01, 02, 03, 04, 05, 06, 07, 08.
 Baxter, E. B., Abbeville, La., 07.
 Bayhi, Marguerite, New Orleans, La., 02, 03, 04, 05, 06, 08.
 Bayne, S. O., Simsboro, La., 07.
 Beadle, Henry J., Convent, La., 08.
 Beale, Augusta, Baton Rouge, La., 06, 07.
 Bear, Eula L., Lake Providence, La., 05, 07, 08.
 Bear, Jennie, Mermenton, La., 08.
 Beard, J. A., Smith, La., 07.
 Beard, A. R., Eros, La., 08.
 Beatoncor, Agnes, Chenal, La., 06.
 Beauchamp, Inez, Bowie, La., 08.
 Beaudau, Marie, New Orleans, La., 08.
 Beauvais, Mrs. A., New Orleans, La., 06, 08.
 Beauvais, V. O., Morgan, La., 06.
 Beck, Cornelia, New Orleans, La., 04, 05, 06, 07, 08.
 Becker, Loretta, New Orleans, La., 08.
 Beckson, Floyd, Rose Pine, La., 06.
 Beecher, Annie, New Orleans, La., 08.
 Beeman, Corp. A., Baton Rouge, La., 06, 07, 08.
 Bell, Annie T., Scott, La., 06, 07.
 Bell, Ella R., New Orleans, La., 03, 05, 06.
 Bell, Mary, Mansfield, La., 05, 08.
 Bellet, L. Pecquet du, Chopin, La., 00, 01, 02, 03, 04, 05, 06, 07.
 Bendernagel, Louise, New Orleans, La., 08.
 Benneca, M. C., New Orleans, La., 08.
 Bennett, C. J. C., Baton Rouge, La., 06.
 Bennett, Mattie, W. Monroe, La., 07.
 Bennett, Sallie B., Jena, La., 08.
 Benoit, Ruby L., Monroe, La., 03, 04, 06, 07.
 Benoit, Valsin, Pilette, La., 07, 08.
 Benson, M. L., N. O., 08.
 Benson, Roberts N., New Orleans, La., 04, 05, 08.
 Bentley, Eddie, New Orleans, La., 05, 06, 08.
 Benton, J. L., (Mrs.) Denham Springs, La., 08.
 Beopple, Clara, Minden, La., 06, 07, 08.
 Berdami, Mamie, New Orleans, La., 08.
 Berdami, Alphonsine, New Orleans, La., 08.
 Bergeron, Alice, New Orleans, La., 08.
 Bergeron, Rita, Morganza, La., 06.
 Bergeron, Emma, Bayou Goula, La., 06, 08.
 Bernard, A. C., White Castle, La., 06, 07, 08.
 Bernos, Olga, New Orleans, La., 08.
 Bertaut, Laura, Lauderdale, La., 06.
 Bertant, Walterine, St. Patricks, La., 08.
 Bertant, Stella, Vacherie, La., 08.
 Bertheaud, Amelia, Opelousas, La., 06.
 Bertonier, Agnes, Chenal, La., 08.
 Bertoniere, S. E., Chenal, La., 06.
 Bertrand, Latie, Lafayette, La., 08.
 Bertus, Mary L., New Orleans, La., 07, 08.
 Best, M., Dalley, La., 07.
 Biaggini, Julia, Bures, La., 08.
 Bieher, Mrs. Eugenia, Violet, La., 08.
 Bigley, Katie, Donaldsonville, La., 05, 06, 08.
 Billingsley, Florence, Mansfield, La., 06, 07.
 Bingham, Ellie, Mansford, La., 08.
 Bishop, Mrs. Floy, Girard, La., 07.
 Bishop, May T., Baton Rouge, La., 08.
 Bittle, A. W., Washington, La., 06.
 Bivins, J. L., Grand Cane, La., 03, 06.
 Black, Ada, Gretna, La., 06.
 Black, Marion, Delta Bridge P. O., La., 05, 06, 08.
 Black, Miriam A., New Orleans, La., 08.
 Blackshear, Madelyn, Belle Rose, La., 08.
 Blake, Mrs. J. M., New Orleans, La., 04, 05, 06, 07, 08.
 Blanchard, Lillian, Boyce, La., 07.
 Blanchard, R. P., Bourg, La., 08.
 Blanton, Dr. J. P., Shreveport, La., 07.
 Bleakley, Lillian, New Orleans, La., 08.
 Bliss, W. S., Campti P. O., La., 08.
 Blivens, J. D., Grosse Tete, La., 06.
 Block, Adele, New Orleans, La., 04, 05, 06, 08.
 Blouin, Mrs. Lea, Dutchtown, La., 04, 06, 08.
 Boatner, Mrs. I., Linceum, La., 05, 07, 08.
 Bobbitt, Mrs. R. E., Jena, La., 06.
 Bobbitt, R. E., Jena, La., 06, 07, 08.
 Boddie, Lizie, Jena, La., 04, 05, 06.

ALPHABETICAL LIST OF MEMBERS: ALEXANDRIA, FRANKLIN, BATON ROUGE, RUSTON, LAFAYETTE, ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Bodin, A. J., La Place, La., 06, 08.
 Bohne, Miss H., New Orleans, La., 04, 05, 06, 08.
 Bobin, L. S., Woodworth, La., 06, 07.
 Bond, Sarah, Belle Helena, La., 06.
 Boney, Richard, Duckport, La., 08.
 Bonner, Mrs. E. C., Minden, La., 07.
 Bonner, Mary, Minden, La., 07.
 Bonnet, Evaline, Barton, La., 08.
 Bonneville, Winnie, Morgan City, La., 08.
 Bonvillain, Ida, Houma, La., 06.
 Booker, Grace, Grangerville, La., 06.
 Booker, Guy, Brooks, La., 06, 07.
 Booksch, Georgia, Gibron, La., 06.
 Boosh, Jessie, Anchor, La., 06, 08.
 Boote, Cora, Burnside, La., 08.
 Bostick, Dolores, New Orleans, La., 06, 08.
 Bostick, Lucille M., New Orleans, La., 08.
 Bott, E. C., Simmsborough, La., 07, 08.
 Bouanchaud, Belle, New Roads, La., 06.
 Bouanchaud, Eugenia, New Roads, La., 06.
 Bouanchaud, Mabel, New Roads, La., 06.
 Boudreaux, Fannie, Union, La., 08.
 Boudreaux, Izetta, Alemans, La., 08.
 Bonillion, Estelle, Hope Villa, La., 06.
 Bourg, L., Glendwits, La., 08.
 Bourg, V., Patterson, La., 08.
 Boweges, L. L., Mathews, La., 05, 06, 07, 08.
 Bourgeois, Aureole, Litcher, La., 08.
 Bourgeois, Clara, Convent, La., 08.
 Bourgeois, Clothilde, Central, La., 06.
 Bourgeois, Helena, Mathews, La., 08.
 Bourgeois, J. L., Paulina P. O., 08.
 Bourgeois, Marv, Mathews, La., 07, 08.
 Bourgeois, Stella, Hester, La., 06, 08.
 Bovard, Pearl M., New Orleans, La., 08.
 Bowden, Jessie, Natchitoches, La., 08.
 Bowman, W. J., Monroe, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
 Boyce, J. Agnes, New Orleans, La., 04, 05, 06, 07, 08.
 Boyce, Margaret, New Orleans, La., 04, 05, 06, 07, 08.
 Boyce, Sallie, New Orleans, La., 08.
 Boyd, D. C., Grove, La., 07.
 Boyd, Laubie, Minden, La., 08.
 Boyd, T. D., Baton Rouge, La., 02, 04, 05, 07, 08.
 Boystun, Maggie, Luella, La., 02, 05, 06.
 Bozeman, Pearl, Baton Rouge, La., 02, 05, 06, 07, 08.
 Braeme, S. M., Alexandria, La., 02, 05, 06, 07, 08.
 Braeme, Martha, Clinton, La., 06.
 Brandao, Esther, New Orleans, La., 02, 04, 05, 06, 07, 08.
 Brandao, Eva, New Orleans, La., 04, 05, 06, 07, 08.
 Brandao, Madellie, New Orleans, La., 08.
 Brandin, Ella, Verda, La., 05, 07.
 Brannon, Troy, Pollock, La., 08.
 Brantley, Catherine, Logansport, La., 07.
 Braselman, Lucy, Hammond, La., 06, 07, 08.
 Brashers, Jovcie, Baton Rouge, La., 07.
 Brasher, Lula, Tioga, La., 06, 07.
 Brasher, M., Alexandria, La., 00, 02, 03, 04, 05, 06, 07, 08.
 Brasher, Nina, Marksville, La., 05, 06, 07.
 Brayden, Nora, Pontchatoula, La., 08.
 Breaux, Edgar, Laura, La., 06.
 Breazeale, Armen, New Iberia, La., 08.
 Breazeale, H. A., Baton Rouge, La., 05, 06, 07.
 Breazeale, May, New Iberia, La., 05, 06, 07, 08.
 Breazeale, Mynouch, New Iberia, La., 07, 08.
 Breeding, Julia W., New Orleans, La., 02, 03, 04, 05, 06, 07, 08.
 Breese, Florence, Oakridge, La., 07.
 Breithaupt, Henry, Jena, La., 05, 07.
 Breithaupt, Alline, Jena P. O., La., 08.
 Brennan, Alma D., New Orleans, La., 08.
 Bree, J. H., Brusley, La., 07, 08.
 Brewfield, J. M., Franklinton, La., 06.
 Brewster, Bertha, New Orleans, La., 03, 05, 06, 07, 08.
 Brian, Eager, Pollock, La., 08.
 Briant, Gabriel, Mathews, La., 08.
 Brice, Maggie, Mt. Lebanon, La., 04, 05, 06, 07, 08.
 Bridgins, Margaret, New Orleans, La., 01, 02, 03, 04, 05, 06, 08.
 Bridewell, Mrs. L. Mc C., Houma, La., 06.
 Bridwell, M., Ruby, La., 07.
 Bright, Clara M., New Orleans, La., 04, 05, 07, 08.
 Bright, Elma, Clay, La., 08.
 Bright, Inez, Plancherville, La., 08.
 Bright, John M., Cottonport, La., 08.
 Brill, Caroline, New Orleans, La., 06, 08.
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 Broderick, Anna, New Orleans, La., 03, 04, 06, 08.
 Brohn, Johanna, New Orleans, La., 03, 04, 05, 08.
 Brooke, Myrtle, Monroe, La., 05, 08.
 Brooks, Annie, Litcher, La., 08.
 Brooks, Thomas, Vacherie, La., 08.
 Broussard, Alabrades, Piette, La., 04, 05, 06, 07, 08.
 Broussard, J. G., Henry, La., 04, 07.
 Broussard, Lawrence, New Orleans, La., 08.
 Broussard, L. L., Bourg, La., 07.
 Broussard, M., Breaux Bridge, La., 08.
 Broussard, R. A., Erath, La., 04, 05, 06.
 Brown, Angie, Plaquemine, La., 05, 06.
 Brown, Annie, Pleasant Hill, La., 07.
 Brown, Bessie, Bourg P. O., La., 08.
 Brown, Carrie, Plain Dealing, La., 06, 07.
 Brown, Cyrus J., Plaquemine, La., 02, 05, 06, 07, 08.
 Brown, Effie, Jacoby, La., 06, 07.
 Brown, E. J., Leccmpto, La., 07.
 Brown, Elizabeth B., New Orleans, La., 04, 05, 06, 08.
 Brown, Ellen M., New Orleans, La., 03, 05, 06, 08.
 Brown, Emma, Jackson, La., 06, 07.
 Brown, Frances, Natchitoches, La., 07.
 Brown, Honore, New Orleans, La., 03, 05, 06, 08.
 Brown, Jessie, Lake Providence, La., 07.
 Brown, Lee, Scott La., 07.
 Brown, Lucy D., Litcher, La., 06, 07, 08.
 Brown, Marion, New Orleans, La., 00, 01, 02, 03, 04, 06, 07, 08.
 Brown, Nettie, Daisy P. O., 05, 06, 07, 08.
 Brown, S. E. L., Haynesville, La., 07.
 Brown, Timothy O., Monroe, La., 00, 02, 03, 04, 05, 06, 07, 08.
 Brown, W. C., Bosco, La., 08.
 Browning, Roberta, New Orleans, La., 08.
 Brumgins, Hortense, New Orleans, La., 03, 06, 08.
 Brulard, Clotilde, New Orleans, La., 08.
 Brumfield, Eva, Franklinton, La., 08.
 Brumfield, T. R., Perry, La., 06.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Brunet, Bertha, New Orleans, La., 06, 07, 08.
 Brunson, Marion, Morrow, La., 05, 07.
 Bryant, Belle, Lake Providence, La., 05, 06, 07.
 Bryant, Ethel, Columbia, La., 05, 06.
 Bryant, J. W., Tide, La., 06.
 Buckalew, Catherine, Breau Bridge P. O., La., 08.
 Buckley, Julia A., New Orleans, La., 03, 06, 08.
 Buckley, W., Spearsville, La., 07.
 Bucklin, C., Baton Rouge, La., 07.
 Bull, Mary A., New Orleans, La., 08.
 Bugnoi, Lillian, Livonia, La., 08.
 Burchfield, Margaret, New Orleans, La., 08.
 Burchman, Aura, Miss., Scott, La., 08.
 Burges, Annie, Westlake P. O., 07, 08.
 Burgoyne, Ellen, New Orleans, La., 01, 03, 06, 08.
 Burkett, J. C., Lincoln, La., 07.
 Burnet, Mary, Elitown, La., 08.
 Burns, R. E., Shreveport, La., 07.
 Burton, Carrie, Dubberly P. O., La., 07, 08.
 Burt, Nelia, Abbeville, La., 08.
 Burton, Jane, Montgomery, La., 08.
 Burton, Lucie, New Orleans, La., 05, 06, 07.
 Bush, Andrew S., Alexandria, La., 04, 05, 07, 08.
 Bush, Florence, New Iberia, La., 05, 08.
 Bush, Lee N., Shreveport P. O., La., 05, 07, 08.
 Bush, W. E., Jonesboro, La., 06.
 Butler, Dessie, Moreauville P. O., La., 03, 04, 05, 06, 07, 08.
 Butler, Maggie, Plancheville P. O., La., 07, 08.
 Butler, May, New Orleans, La., 08.
 Byerly, Fannie, Wadill, La., 06.
 Byers, Linnie, Slaughter, 08.
 Bynum, W. A., Houghton, La., 07.
 Byrd, Clifton E., Shreveport, La., 01, 02, 03, 05, 06, 07, 08.
 Byrne, Gertrude, New Orleans, La., 07, 08.
 Byrne, Lucy, New Orleans, La., 08.
 Byrne, May, New Orleans, La., 08.
 Caye, Lucy H., New Orleans, La., 08.
 Cage, Elise B., New Orleans, La., 08.
 Chailouet, Jennie, Port Barre, La., 08.
 Cain, Bernadetta, New Orleans, La., 03, 04, 06, 07, 08.
 Cain, Kate, Leesville, La., 06.
 Cain, Mary, Leesville, La., 06.
 Caldwell, A. J., Gibbsland, La., 07.
 Caldwell, B. C., Natchitoches, La., 05, 06, 07, 08.
 Caldwell, Eliz, Morse, La., 07, 08.
 Caldwell, Eva, Natchitoches, La., 07.
 Caldwell, F. K., Liberty Hill, La., 04, 05, 06, 07.
 Caldwell, J. E., Goldana, La., 06.
 Caldwell, Sue, Bernice, La., 08.
 Caldwell, W. C., Vick, La., 06, 07.
 Calhoun, Georgie E., Glenmora, La., 06, 07, 08.
 Calmes, Mrs. S. E., Hessmer, La., 04, 05, 06, 07.
 Cameron, A. J., New Iberia, La., 07.
 Cameron, Hattie, Melville, La., 07, 08.
 Cameron, Janet, Shreveport, La., 07, 08.
 Cameron, Marie G., Shreveport, La., 06.
 Campbell, Edgar M., Faliiah, La., 08.
 Campbell, H. S., Luna, La., 06, 07.
 Campbell, Jessamine, Innis, La., 08.
 Campbell, Mrs. Mary A., New Orleans, La., 06, 08.
 Cancienne, Anne, Albemarle, La., 08.
 Cancienne, Oscar, Paincourtville, La., 02, 05, 07.
 Cannon, James F., Cade, La., 06.
 Cannon, Virgin, Coushatta, La., 07, 08.
 Cannon, Z. L., Coushatta, La., 08.
 Canterbury, W. F., Atlanta, La., 08.
 Capel C. Miss, Cottonport P. O., La., 08.
 Capdevielle, Blanche, Baton Rouge, La., 05, 08.
 Carey, Ellen, New Orleans, La., 06, 07.
 Carey, Mary, New Orleans, La., 03, 05, 08.
 Carey, Sada, Choudrant, Lincoln Parish, La., 08.
 Carl, S. M., Raceland, La., 07, 08.
 Carley, L. V., Arcadia, La., 07.
 Carmir, Alice, Baton Rouge, La., 08.
 Carnes, C. E., Forest Hill P. O., La., 04, 05, 06, 07, 08.
 Carney, E. M., Scott, La., 06.
 Carney, Eunice, Broussard, La., 02, 03, 06, 07.
 Carney, Julia, Wilmer, La., 08.
 Carney, Sallie, Mt. Airy, La., 08.
 Carney, V. M., Moreauville, La., 06.
 Carney, W. H., Mansura P. O., La., 08.
 Carraway, T., Wyatt, La., 07.
 Carie, Lelia N., Gonzales, La., 05, 06.
 Carrie, Louise J., Gonzales, La., 04, 07.
 Carroll, Alice Daisy, New Orleans, La., 08.
 Caron, Minnie, Eunice, La., 05, 06.
 Carruth, Mamie, Big Bend, La., 08.
 Carson, J. O., Lake Charles, La., 08.
 Carson, Minnie, Eunice, La., 04, 07.
 Carstapher, Eveline, Rocky Mount, La., 06, 07.
 Carter, Leah, Bunkie, La., 04, 05, 06, 08.
 Carter, Lealie, Lafayette, La., 04, 05, 07.
 Carter, M. L., Scott, La., 06.
 Carter, Mrs. Wm. P., East Point, La., 08.
 Cartney, J. L., Jennings, La., 04, 05, 06.
 Carty, G., Gretna, La., 05, 06, 08.
 Caruthers, Angie, Alexandria, La., 07.
 Caruthers, Iva, Alexandria, La., 07.
 Carver, Ed. S., Labadieville, La., 05, 07, 08.
 Casciecock, A., Quitman, La., 07.
 Cason, Alice, Tyler, La., 07, 08.
 Cass, Annie, Lecompte, La., 05, 06.
 Cass, Agnes, New Orleans, La., 08.
 Cass, Emma, Labadieville, La., 06, 07.
 Cassanova, Amanda, New Orleans, La., 08.
 Cathey, Iulia, Bienville, La., 04, 07.
 Canghrey, Alice, Independence, La., 06, 07, 08.
 Canghry, Sadie, Independence, La., 08.
 Caughey, Bell, Independence, La., 08.
 Canfield, Nonie L., New Orleans, La., 03, 04, 05, 06, 08.
 Caulfield, Mamie, New Orleans, La., 06, 08.
 Cavanaugh, Albert, Leesville, La., 04, 05, 06.
 Cazes, Louise, Covington P. O., La., 02, 03, 04, 05, 06, 08.
 Cazes, Leona, Covington P. O., La., 06, 08.
 Chaffin, W. R., Dunbar, La., 08.
 Chambers, H. E., New Orleans, La., 01, 02, 03, 04, 05, 06, 08.
 Chambliss, Oliver, Leesville, La., 03, 04, 07, 08.
 Champion, R. R., Jonesville, La., 07.
 Chandler, Mrs. C. M. L., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Chaner, Clifford, Winfield, La., 08.
 Chaney, Olive, Scott, La., 06, 07.
 Chapin, Lois, Roseland P. O., La., 02, 03, 04, 05, 06, 07, 08.
 Chapman, James G., Crowley, La., 06, 07.
 Charles, Clemence E., New Orleans, La., 04, 05, 06, 08.
 Charlieville, Mrs. ..., Clouterville, La., 07.
 Chase, Ann E., Mrs., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Chase, Nonie, Youngville, La., 06.
 Chauvin, Hilda, Gibson, La., 08.

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- Chavez, Francis O., Pontchatoula, La., 06, 07, 08.
 Cheshire, J. S., Minden, La., 06, 07.
 Chevallie, Rosalie, New Orleans, La., 07, 08.
 Christian, Josephine, New Orleans, La., 08.
 Christian, W. J., Gearyville, La., 08.
 Christian, Corinne, Shreveport, La., 07, 08.
 Christian, Zela C., New Orleans, La., 03, 04, 05, 08.
 Christophel, P. R., Lake Charles, La., 08.
 Phunn, Olive, Ama, La., 08.
 Chunn, Ella, Ama, La., 08.
 Clapp, Ellen, New Orleans, La., 08.
 Clark, O. C., Tioga, La., 08.
 Clark, Elizabeth M., New Orleans, La., 08.
 Clark, Jennie, New Orleans, La., 08.
 Clark, Lelia, Franklinton, La., 05, 06, 08.
 Clark, Mary, Port Allen, La., 06.
 Clark, Mary V., New Orleans, La., 08.
 Clark, W. B., Baton Rouge, La., 06.
 Cleeks, T. W., Cadeville, La., 07.
 Clements, Amelia, Chenal, La., 06, 08.
 Clements, Adele, Whitecastle, La., 06, 07, 08.
 Clinton, Theo., Clay, La., 08.
 Cloney, Mary, New Orleans, La., 06, 08.
 Close, Edna, Baton Rouge, La., 05, 06.
 Coates, Ada, Selma, La., 06, 07.
 Coates, M., Selma, La., 08.
 Cobb, W. T., Blairstown, La., 07.
 Coburn, J. B., Bienville, La., 06, 07.
 Cockerham, Viva, Coushatta, La., 07.
 Cochran, J. C., Alto, La., 08.
 Cochran, W., Plain Dealing, La., 07.
 Coffey, Dr. A. B., Baton Rouge, La., 08.
 Cogswell, Zulia, Jackson, La., 07, 08.
 Cohen, Louise G., New Orleans, La., New Orleans Manual Training School, 08.
 Coker, John E., Minnfield, La., 03, 04, 05, 06, 08.
 Cole, Colleen, Cheneyville, La., 08.
 Cole, J. C., Baryville, La., 06.
 Cole, Noah B., Lafayette, La., 06, 07.
 Cole, S. J., Birmingham, Ala., 07.
 Coleman, Gertrude L., New Orleans, La., 08.
 Coleman, Ida, Bon Ami, La., 04, 06, 07.
 Coleman, Meda, New Orleans, La., 08.
 Coleman, Minnie, Jena, La., 06.
 Coleman, Sena, Manifest, La., 05, 06, 07.
 Collins, J. J., Baton Rouge, La., 07, 08.
 Colley, Marmora, New Orleans, La., 08.
 Collinge, Vira, Hammond, La., 08.
 Collins, C. A., Ringgold, La., 07, 08.
 Collins, Mrs. Catherine, New Orleans, La., 08.
 Collins, E. H., Bayou Goula, La., 07.
 Collins, E. M., Mrs., Cutter, La., 06, 07, 08.
 Collins, Richard W., Verda, La., 07, 08.
 Collins, G. A., Mrs., Eros P. O., La., 07, 08.
 Collins, Lela, Baton Rouge, La., 06, 07.
 Collins, Nonie, Bastrop, La., 05, 06, 07.
 Collier, Pearl, Lottie, La., 07.
 Collins, W. E., Rodessa, La., 07.
 Colvin, Rosa St. Joseph, La., 07.
 Colwell, A. J., Gibsland, La., 08.
 Colwell, J. D., Saline P. O., La., 08.
 Comalouder, L. W., Eros, La., 07.
 Comeaux, C., Whitecastle, La., 06, 08.
 Comeaux, C. M., Plaquemine, La., 05, 06.
 Comeaux, Florence, Whitecastle, La., 06, 07.
 Compton, Eleanor, Scott, La., 07, 08.
 Compton, Lester, Olla, La., 06.
 Compton, Virgie, Harrisonburg, La., 08.
 Compton, Bessie, Baskin, La., 08.
 Conerly, A. C., Spring Creek, La., 08.
 Conerly, Bell, Mt. Herman, La., 08.
 Conger, Mrs. S. A., Arcadia, La., 05, 07.
 Conley, Bertha, Mangham P. O., La., 08.
 Conly, Donie, Ringgold, La., 08.
 Connell, Montegut, La., 07.
 Connell, Amanda, La Place, La., 08.
 Connell, Mrs. Anna, Jackson, La., 08.
 Connell, Edna, Pollock, La., 08.
 Connell, Robbie, Pineville, La., 07.
 Conniff, John, New Orleans, La., 01, 02, 03, 04, 05, 06, 07, 08.
 Conroy, Julia, New Orleans, La., 08.
 Conway, Mary, New Orleans, La., 03, 04, 05, 06, 08.
 Cook, Mrs. Anna, New Orleans, La., 08.
 Cook, C. D., New Orleans, La., 08.
 Cook, F. M., Carencro, La., 06.
 Cook, Jno. Byro, Morse, La., 08.
 Cook, J. L., Youngsville, La., 04, 05, 06, 07, 08.
 Cook, Mary, Shreveport, La., 06, 07.
 Cook, May, Lake Charles P. O., La., 08.
 Cook, Minnie, Shreveport, La., 06, 07, 08.
 Cook, R., Grand Cane, La., 07.
 Cook, Sidney M., Morgan City, La., 07, 08.
 Cooke, Jessie L., Nashville, Tenn., 06.
 Cooley, Emma P., New Orleans, La., 08.
 Coon, Freda, Opelousas, La., 07.
 Cooper, Bertha, New Orleans, La., 08.
 Cooper, Eva, New Orleans, La., 08.
 Cooper, H. E., Halloway, La., 06, 07.
 Cooper, Jessie, New Orleans, La., 07, 08.
 Copenhaven, Agnes, Dutchtown, La., 06.
 Copp, W. T., Plans Town P. O., La., 08.
 Corbette, Roberta, Nellie, La., 06.
 Corbitt, May, Winnfield, La., 05, 06.
 Corcoran, Alice, New Orleans, La., 08.
 Corcoran, Irene, New Orleans, La., 08.
 Corcoran, Margaret M., New Orleans, La., 08.
 Corcoran, Maud, New Orleans, La., 08.
 Corcoran, Pearl, Zachary, La., 05, 06, 07.
 Corey, M., Mangham, La., 07.
 Coney, Ruth, Doyline, La., 07.
 Corkern, C. C., Rosepine, La., 07.
 Corkern, R. G., Kinder, La., 05, 06.
 Corkery, Annie, Pt. Coppe, Torras, La., 06, 08.
 Corley, Mary, Hornbeck P. O., La., 08.
 Cormier, A. J., St. Martinsville, La., 06, 08.
 Corey, E. M., Doyline, La., 05, 06, 07.
 Council, Estelle, New Orleans, La., 03, 04, 05, 06, 08.
 Council, Sallie, New Orleans, La., 06, 08.
 Coussons, Addie, Dubberly P. O., La., 06, 08.
 Coussons, Ella, Dubberly P. O., La., 07, 08.
 Couvillion, A. J., Simpsort, La., 07.
 Couvillion, Harriett, Cottonport, La., 06.
 Covert, Alvin, Leesville, La., 05, 06.
 Cowan, Mary, Vidalia, La., 04, 05, 06.
 Cowart, Bess, Abbeville, La., 08.
 Cox, A. L., Minden, La., 06, 07.
 Cox, D. G., Cotton Valley, La., 06.
 Cox, Helen, Gretna, La., 05, 06, 08.
 Cox, Hilda, New Orleans, La., 04, 05, 06.
 Cox, Iva, Ariel, La., 08.
 Cox, Kathleen, Pioneer P. O., La., 08.
 Cox, Margaret H., New Orleans, La., 08.
 Cox, Mary, Gonzales, La., 05, 06.
 Cox, Nora, Raceland, La., 08.
 Crabb, Alfred, Sunabine, La., 08.
 Crabtree, Verda, Colfax, La., 08.
 Craig, Dora, Leesville, La., 08.
 Craig, Mrs. L. R., Pelican, La., 06.
 Craighead, E. B., New Orleans, La., T. U., 08.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Craig, Lillian, Hornbeck, La., 08.
Crane, Irene, New Orleans, La., 08.
Crask, Inez, Franklin, La., 07, 08.
Craton, Della, Minden, La., 07.
Craton, Erminie, Minden, La., 07.
Crawford, B., Sunset, La., 08.
Crawford, Dagmar, New Orleans, La., 08.
Crawford, W. H., Patterson, La., 05, 06, 07, 08.
Creasy, Mary M., Gueydan, La., 08, 07, 08.
Crichlow, Richard S., Monterey, La., 07, 08.
Crichlow, Mrs. Richard S., Monterey, La., 00, 01, 02, 03, 04, 06, 07, 08.
Crichlow, Wm. B., Leamore, La., 08.
Cripps, Jessie, New Orleans, La., 03, 04, 08.
Christopher, P. R., Lake Charles, La., 06, 07.
Criswell, Miriam S., New Orleans, La., 05, 06, 08.
Crit, Petty, Noble, La., 07.
Cross, H., New Orleans, La., 05, 08.
Cross, M. E., New Orleans, La., 08.
Crouere, Marie, New Orleans, La., 08.
Crow, Bessie, Hornbeck, La., 07.
Crow, Sallie, Campiti, La., 07.
Cucullu, Marie, New Orleans, La., 04, 05, 06, 07, 08.
Cucullu, Mrs. Pamela W., New Orleans, La., 04, 05, 06, 07, 08.
Culligan, Edna, New Orleans, La., 08.
Cummings, H. D., Norwood, La., 08.
Cummings, S. R., Grand Cane, La., 07, 08.
Cummus, M., Bender, La., 07.
Cunningham, J., Livonia, La., 07.
Curry, W. W., Curry, La., 08.
Curry, Louise H., New Orleans, La., 06, 08.
Cusack, Marcella C., New Orleans, La., 06, 07, 08.
Cutler, E. M., Raceland, La., 05, 07, 08.
Dale, Julia, Vidalia P. O., La., 04, 05, 06, 07, 08.
Dalferes, Ora, Donaldsonville, La., 06.
Dalton, Inez, Estherwood, La., 08.
Daly Winnie, New Orleans, La., 08.
Daniels, Mrs. Leah, New Orleans, La., 05, 08.
Daniels, Mamie, Jackson, La., 06.
Danner, Elizabeth, New Orleans, La., 03, 05, 06, 07, 08.
Dardenne, Iona, Plaquemine, La., 06.
Dardis, N. C., New Orleans, La., 04, 05, 06, 07, 08.
Daspit, Justin C., St. Martinsville, La., 05, 06.
Davenport, Florence, Hammond, La., 08.
Davey, Anna New Orleans, La., 08.
David, Eva, Houma, La., 08.
David, Jeanette, New Orleans, La., 08.
Davidson, Agnes, Paincourtville, La., 06.
Davidson, Belle, Athens, La., 08.
Davies, J. M., Minden, La., 05, 06, 07.
Davies, Trouppee, Minden, La., 07.
Davis, Aimee A., New Orleans, La., 08.
Davis, Annie, Sibley, La., 06.
Davis, Annie, Taylor, La., 06.
Davis, Annie W., Lauesville P. O., La., 07, 08.
Davis, Carrie L., Leesville, La., 04, 06, 07, 08.
Davis, Dean, Jonesboro, La., 08.
Davis, Ida, New Orleans, La., 03, 04, 05, 08.
Davis, Effie, Bernice, La., 07.
Davis, G. L., Shreveport, La., 07.
Davis, Mary, Thibodeaux, La., 08.
Davis, Mary E., New Orleans, La., 08.
Davis, Mattie, Choudrant, La., 08.
Davis, Neomi, New Orleans, La., 03, 04, 05, 06, 08.
Davis, Nora, Dubberly P. O., La., 05, 06, 07, 08.
Davis, Olevia, G. H. S. No. 3, New Orleans, La., 08.
Davis, Tinie, Dubberly P. O., La., 08.
Davis, R. W., Ansley, La., 07.
Davis, S. A., Monroe, La., 07.
Davis, S. J., Fort Jesup, La., 07.
Davis, Mrs. S. J., Fort Jesup, La., 07.
Davis, W. J., Hornbeck, La., 07.
Dawson, Hazel, Haynesville, La., 07.
Day, A. E., Center, Texas, 07.
Day, Elvira, Patterson, La., 08.
Dean, Cora, Marion P. O., La., 06, 07, 08.
Dean, J. L., Colvin, La., 07.
Dean, Jonnie, Montgomery P. O., La., 08.
De Carpenter, Jennie, New Orleans, La., 08.
de Castro, Miriam, New Orleans, La., 08.
Delafield, Lena, Clifford, La., 05, 07.
Dela Rue, Louise, Rayne, La., 07.
Delhomme, A. H., Scott, La., 07.
Deene, R. C., Glencoe, La., 04, 05, 06, 08.
Deen, W. O., Atlanta, La., 06, 07.
Dees, Dora, Amite City, La., 06, 08.
Dees, Mabel, Lake Charles, La., 08.
Dees, Maggie, Amite City, La., 08.
De Gruy, Lise V., New Orleans, La., 08.
Deiler, Eleanor, New Orleans, La., 03, 04, 06, 08.
Delacroix, H., Miss, Arnaudville, La., 08.
Delavigne, Emile, New Orleans, La., 08.
Delcambre, A. T., Delcambre, La., 08.
Delery, Caroline E., New Orleans, La., 07, 08.
Delery, Julia, New Orleans, La., 08.
Delery, Odette M., New Orleans, La., 08.
De L'Isle, Aline G., New Orleans, La., 08.
Denson, Gladys, Amite, La., 08.
Denson, Sebie, Morganza, La., 07, 08.
De Rusmy, Elizabeth R., New Orleans, La., 08.
Des Carlos, Marguerite, New Orleans, La., 07, 08.
Deadunes, Eugenie, New Orleans, La., 08.
De See, Lovie, Teddy, La., 06.
Devere, Agnes, New Orleans, La., 08.
De Wees, Henrietta, Franklin, La., 06.
Dezanche, Inez, Mansura P. O., La., 05, 06, 08.
Diamond, Henrietta, New Orleans, La., 03, 04, 05, 08.
Dicharry, E., Convent, La., 08.
Dickerson, Picardo L., Arard, La., 05, 07, 08.
Dickinson, J. H., Hackley P. O., La., 08.
Dickson, Alicia, Fayette, La., 03, 04, 05, 07.
Diendorf, Mrs. P. W., Pontchatoula, La., 08.
Diendorf, W., Pontchatoula, La., 04, 06.
Dillard, J. H., New Orleans, La., 08.
Dillon, R. E., Baton Rouge, La., 07.
Dimmick, Bessie, Shuston, La., 08.
Dimmick, Effie, Opelousas, La., 06.
Dingel, Mary, Shreveport, La., 04, 05, 06, 07.
Dinkel, Clara, New Orleans, La., 08.
Dinwiddie, H. B., New Orleans, La., 08.
Dixon, Florence, New Orleans, La., 02, 03, 04, 05, 08.
Dixon, Jennie M., New Orleans, La., 08.
Dixon, Mrs. J. S., Nellie, La., 07.
Dodson, A. F., Cartersville, La., 06, 07.
Doescher, E. H., Woodlawn, La., 08.
Dolan, Mamie F., New Orleans, La., 08.
Dollerhide, W. McG., Pioneer, La., 06, 07, 08.
Donnell, E. B., Abbeville, La., 04, 05, 06, 07.
Donovan, D. J., Paulina, La., 06, 08.
Donovan, Ellen, New Orleans, La., 08.
Donovan, Ellen A., Kindergarten, New Orleans, La., 08.

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- Doran, Lillian, Centerville, La., 06.
 Dormon, Martha, Atlanta, La., 05, 06.
 Dornan, Mary J., New Orleans, La., 04, 05, 08.
 Douglas, Alice, Grand Cane, La., 05, 07, 08.
 Douglas, Lucile, Mandeville, La., 06, 08.
 Dow, Louise, New Orleans, La., 06, 08.
 Downig, Mary V., New Orleans, La., 08.
 Doyle, S. R., Alden Bridge, La., 06, 07, 08.
 Drake, J. W., Stament, La., 08.
 Draughon, Mrs. Oecchie, Woodland, La., 08.
 Dreyfous, Theo., Livonia, La., 06, 07.
 Dripon, Paul, Goldonna, La., 08.
 Drysdale, Hazoo, New Orleans, La., 06, 08.
 DuBois, Annie, Hornbeck, La., 02, 05, 08.
 Dubrocca, Isabelle, Port Allen, La., 07.
 Dubrocca, T., Baton Rouge, La., 06.
 Duccing, Emma, New Orleans, La., 03, 05, 06, 08.
 Dudenhefer, Mary A., New Orleans, La., 02, 03, 05, 06, 07, 08.
 Dudley, B. F., Ruston, La., 03, 05, 06, 07, 08.
 Dudley, Mrs. B. F., Lake Charles, La., 03, 06.
 Duff, Alma, Alto, La., 06, 07, 08.
 Duggan, Isabel, New Orleans, La., 08.
 Duke, Ladelle, Homer, La., 06.
 Dummier, E. F., Vinton, La., 08.
 Dunbar, Helen, New Orleans, La., 08.
 Dunbar, Mary B., Thibodaux, La., 05, 06, 08.
 Dunbar, Pearl, Eunice, La., 06.
 Dunbar, S. H., Melville, La., 06.
 Duncelman, Pearl, Trichel, La., 07.
 Dunn, Clara M., New Orleans, La., 08.
 Dunn, Edith, Lafayette, La., 07, 08.
 Dunn, Julia, Cheneyville, La., 05, 06.
 Dunn, Loretta, New Orleans, La., 08.
 Dunn, W. J., Evergreen, La., 06, 07.
 Dunn, Vona V., Springhill, La., 07, 08.
 Dunnam, Sadie, Boyce, La., 07.
 Dupas, Estelle, New Orleans, La., 08.
 Dupas, Julia, New Orleans, La., 08.
 Dupuy, J. H., Sams Town P. O., La., 08.
 Durabb, Josephine, Triumph, La., 08.
 Dural, Lionel C., New Orleans, La., 08.
 Durham, J. M., Selma, La., 05, 06.
 Durham, J. P., Tunnehill, La., 06.
 Durham, May, Whitford, La., 06, 07.
 Durham, Nettie, Whitford, La., 07, 08.
 Durham, T. M., Winnfield, La., 06.
 Durr, Mary V., New Orleans, La., 08.
 Dupre, B., Opelousas, La., 00, 01, 04, 05, 08.
 Dupre, C., Lake Charles, La., 08.
 Dupre, Jeanne, New Orleans, La., 08.
 Dupre, Lily, Marksville, La., 08.
 Dupre, Louise, New Orleans, La., 08.
 Dutton, G. A., Winnfield, La., 06, 07.
 Duvic, Selina, New Orleans, La., 08.
 Dwyer, Margaret, New Orleans, La., 03, 05, 06, 07, 08.
 Dyer, Annie, New Orleans, La., 08.
 Egan, Luella, New Orleans, La., 05, 06, 08.
 Eakin, Pauline, Ivan, La., 07.
 Earl, Bessie, Whitecastle, La., 06, 08.
 Earle, Edna, Alto, La., 05, 07, 08.
 Eason, H. Fincher, Rodessa P. O., La., 07, 08.
 Eastman, Annie, Hammond, La., 06, 07, 08.
 Eastman, Kate, Kindergartner, New Orleans, La., 06, 08.
 Eastman, Kate, Prin., New Orleans, La., 01, 02, 03, 05, 07, 08.
 Eastman, Zylpha, Hammond, La., 06, 07, 08.
 Easton, Warren, New Orleans, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
 Eatherly, W. S., Crowley, La., 08.
 Eaton, Hettie, Vidallia, La., 08.
 Eaton, L., Homer, La., 07.
 Echezabel, Josephine, New Orleans, La., 08.
 Echezabel, Margaret, New Orleans, La., 08.
 Edgerly, Eva, Glencoe, La., 06.
 Edmunds, ..., Simsboro, La., 07.
 Edwards, Ada, Baton Rouge, La., 06.
 Edwards, Alice, Marksville, La., 07.
 Edwards, Blanche, Mains, La., 06, 08.
 Edwards, Cleburne, Ruston, La., 08.
 Edwards, Corinne, Marksville, La., 05, 07.
 Edwards, E. A., Morganza, La., 05, 06.
 Edwards, Ida, Indian Mound, La., 07.
 Edwards, Julia C., Baton Rouge, La., 06.
 Edwards, Lula, Minden, La., 07.
 Edwards, Robert J., Grangeville, La., 06.
 Edwards, Thomas Lee, Greensboro, La., 06.
 Edwards, W. S., Alexandria, La., 06, 07.
 Eggleston, Robert Waller, Union, La., 08.
 Eglay, Louise, New Orleans, La., 06, 08.
 Elam, Mrs. Shelby S., Crescent, La., 08.
 Elder, Julia, Sinclair, La., 05, 06.
 Elkins, Bertie, Boyce, La., 07.
 Ellette, Nell, Lafayette, La., 06.
 Ellis, Cora E., New Orleans, La., 04, 05, 06, 08.
 Ellis, Gertrude, New Orleans, La., 04, 05, 06, 08.
 Ellis, J. C., New Iberia, La., 02, 03, 04, 05, 06, 08.
 Ellis, Lesba, Arcadia, La., 07.
 Ellsler, George R., Baltimore, Md., 08.
 Elston, Julia, Haughton, La., 06, 07.
 Elsworth, Jessamine, Kentwood, La., 08.
 Emerson, Eliza D., New Orleans, La., 08.
 Emmons, A. W. P., Gaar's Mill, La., 08.
 Emmons, W. S., Sikes, La., 07.
 Enloe, L., Fordache, La., 07.
 Enochs, Ethel, New Orleans, La., 03, 04, 06, 07.
 Ensign, Lillie, Richardson, La., 08.
 Ermon, Pearl C., Ariel, La., 08.
 Ernest, Branch, Marksville, La., 06.
 Eskridge, V. E., Deerford P. O., La., 06, 07, 08.
 Estes, Nora P., Comite, La., 07.
 Estorge, Matilde, Opelousas, La., 06, 07.
 Etheridge, Anna, Rosefield, La., 07.
 Etheridge, Eva, Leesville, La., 03, 04, 07.
 Eulless, Ethel, Crowley, La., 08.
 Eulor, Lucy, Fardoche, La., 06.
 Evans, E., Farnerville, La., 07.
 Evans, J. B., Caston, La., 06, 07, 08.
 Evans, W. G., Covington, La., 07, 08.
 Everett, Beulah, New Orleans, La., 08.
 Everett, Carrie, Evergreen, La., 06, 07.
 Everett, Kate, New Orleans, La., 08.
 Ewing, Margaret, Patterson, La., 06, 08.
 Ezel, Lillie, Grant, La., 07, 08.
 Faith, Filena, Oak Grove, La., 07.
 Fargerson, R. B., Longstreet, La., 08.
 Fassman, Virginia, New Orleans, La., 04, 06, 08.
 Fatoyce, Clara R., New Orleans, La., 08.
 Faulk, Ida, Indian Bayou, La., 06, 07, 08.
 Faulk, Robbie, Mer Rouge, La., 05, 06, 08.
 Faulk, M., Mer Rouge, La., 06, 08.
 Faulk, Anabel, Tioga P. O., La., 07, 08.
 Faulk, John W., Broussard, La., 04, 05, 06, 07, 08.
 Faulk, Kate, Jennings, La., 06.
 Fauntleroy, Gussie, Boyce, La., 04, 07.
 Faust, Louise, New Orleans, La., 03, 04, 05, 06, 08.
 Fauregue, Anne, Edgar, La., 08.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Favrot, Leo M., Port Allen, La., 03, 04, 05, 06, 07, 08.
 Fazende, Marie, New Orleans, La., 06, 08.
 Fesgin, Eric, Ward, La., 08.
 Fetster, Chas. M., Elmer, La., 08.
 Felder, Nina, Port Vincent, La., 06.
 Fekell, B. M., Carroll P. O., La., 03.
 Felterman, Pearl, Calumet, La., 08.
 Feltus, B. R., Bienville, La., 07.
 Felus, Martha, Baton Rouge, La., 02, 05, 06, 07.
 Fenton, W. W., Slidell, La., 08.
 Ferguson, B., Hope, La., 07.
 Ferguson, Isabel H., New Orleans, La., 04, 05, 06, 07, 08.
 Ferguson, John M., Manhma, La., 07.
 Ferguson, Mary, New Orleans, La., 03, 04, 05, 08.
 Ferguson, Theresa C., New Orleans, La., 06, 07, 08.
 Fern, C. A., Happy Jack, La., 06.
 Ferry, Alice, New Orleans, La., 08.
 Ferry, Mary E., New Orleans, La., 03, 04, 05, 08.
 Pettis, Maria H., New Orleans, La., 08.
 Fey, Anna K., Napoleonville, La., 02, 03, 04, 06, 07, 08.
 Fiegel, A., Washington, La., 08.
 Field, Willie, Hammond, La., 08.
 Felder, Willie, Melville, La., 08.
 Fields, Lily B., Marksville, La., 06.
 Fike, Emily, Mineral, La., 07.
 Finch, Mrs. Augusta, New Orleans, La., 03, 04, 05, 06, 07, 08.
 Finerty, Mary E., New Orleans, La., 08.
 Finger, Effie L., Georgetown, Grant Parish, La., 08.
 Finney, Beatrice, Sunset, La., 08.
 Firman, Alice, Cottonport, La., 08.
 Fisher, G., New Orleans, La., 06.
 Fisher, May, New Orleans, La., 08.
 Fisher, Naomie I., New Orleans, La., 06, 08.
 Fisher, W. L., Puckett, La., 06, 07, 08.
 Fisher, H. A., Saline, La., 06, 07, 08.
 Fitzgerald, Patience, New Orleans, La., 03, 05, 06, 07, 08.
 Fitzsimons, Christine, New Orleans, La., 06, 08.
 Flanagan, Mary H., New Orleans, La., 04, 05, 08.
 Flanagan, Agnes J., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Flanagan, Martha, New Orleans, La., 04, 05, 08.
 Flanders, Mrs. K. K., Covington P. O., La., 08.
 Fleming, S. J., Rocky Mount, La., 07.
 Fletcher, B. D., New Verda, La., 07.
 Fletcher, Vienna, New Verda, La., 07, 08.
 Fletcher, Florence, Leesville, La., 06, 07, 08.
 Flowers, Julia, Thibodaux, La., 08.
 Floyd, J. W., Leland, La., 08.
 Fogleman, John O., Pollock, La., 05, 06, 07, 08.
 Font, A. H., New Orleans, La., 04, 05, 06.
 Font, Blanche L., New Orleans, La., 05, 06, 07, 08.
 Font, Mary Z., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Font, Myrah, New Orleans, La., 08.
 Fontenot, Eloi, Georgetown, La., 08.
 Fontenot, Yves L., Pollock, La., 04, 06, 07, 08.
 Fooshee, Lena, Leesville, La., 07.
 Foote, Irving, Morgan City, La., 05, 06, 07, 08.
 Foote, Jennie, Morgan City, La., 05, 06.
 Foote, John M., Houma, La., 04, 08.
 Forbes, Cleora, New Orleans, La., 08.
 Ford, Jennie R., Deerford, La., 07.
 Ford, T. A., Aaimwell, La., 07.
 Ford, Wm. L., Leesville, La., 06, 07, 08.
 Ford, Annie, Dubberly, La., 07, 08.
 Foreman, Scott, La., 08.
 Foret, Daisy, Kenner, La., 07, 08.
 Foret, Rita, Kenner, La., 08.
 Foret, Annette, New Orleans, La., 08.
 Forno, Dora M., New Orleans, La., 03, 04, 06, 08.
 Forrest, Eulalie, New Orleans, La., 08.
 Forshee, Mrs. Mary R., New Orleans, La., 01, 02, 03, 04, 06, 08.
 Fort, Ethel, Minden, La., 05, 07.
 Fortenberry, Andrey, Blockdale, La., 08.
 Fortier, Mrs. M. E., New Orleans, La., 01, 03, 04, 05, 06, 07, 08.
 Fortier, Mrs. Louise A., New Orleans, La., 06, 08.
 Fortson, Georgia, Homer, La., 06.
 Fortson, Pare, Shreveport P. O., La., 03, 04, 05, 06, 07, 08.
 Fortson, W. A., Benton, La., 04, 05, 06, 07.
 Foster, Alton, Bolinger, La., 07.
 Foster, Dr. D. N., Franklin, La., 07.
 Foster, Julia, Poland P. O., La., 07, 08.
 Foster, W. P., Sims, La., 07.
 Fourmier, Mrs. Josephine, New Orleans, La., 01, 02, 03, 04, 05, 06, 08.
 Fox, J. W., Atlanta, La., 07, 08.
 Fowler, Bertie, Shreveport, La., 04, 05, 06.
 Fowler, F., Natchitoches, La., 07.
 Frank, J., Baton Rouge, La., 07.
 Frankford, Julia, Boutte, La., 06.
 Frankfort, Pauline, Kolonia, La., 06, 08.
 Frankie, F. R., Charenton, La., 08.
 Fraser, Courtney, New Iberia, La., 05, 06.
 Free, G. D., Rayville, La., 07.
 Freeman, Emily, Lafayette P. O., La., 08.
 Freeman, J. H., Jonesborough, La., 07, 08.
 Freeman, Lillian S., Wilson, La., 08.
 Freeman, W. C., Wyatt P. O., La., 08.
 Frederichs, Louise I., New Orleans, La., 06, 08.
 Freshwater, William, Moreauville P. O., La., 06, 07, 08.
 Fridge, Gertrude, Baton Rouge, La., 06.
 Friedman, H., Natchez, La., 08.
 Frieson, Lena, Nashville, La., 08.
 Frishman, Hannah, New Orleans, La., 08.
 Frolich, May, New Orleans, La., 08.
 Frost, S. C., Lockport, La., 07, 08.
 Frotcher, Lydia, New Orleans, La., 08.
 Fry, Myrtle, More, La., 06.
 Fry, W. S., Roanoke, La., 08.
 Fuller, Addie, Alexandria P. O., La., 07, 08.
 Fuller, W. H., Mrs., Evangeline, La., 06, 07, 08.
 Fulton, Alma, Scidly Island, La., 08.
 Funderburg, J. H., Lake Charles, La., 08.
 Fuqua, P. M., Bently, La., 05, 06, 07, 08.
 Furniss, Mamie, Converse, La., 07.
 Fussall, O. K., Allemands, La., 08.
 Fussell, W. A., Glenmora, La., 05, 08.
 Gagnerd, Elle, Marksville, La., 07.
 Gaines, Mrs. E. S., Girard, La., 08.
 Galbreth, Nettie, Haynesville, La., 07.
 Gallant, Jennie, Slaughter, La., 08.
 Gallant, Mary, Thibodaux, La., 08.
 Gallion, Lucy, St. Maurice, La., 06, 07.
 Galliot, Gaston, Wallace P. O., La., 08.
 Gallmann, Georgiana R., New Orleans, La., 08.
 Galloway, Mrs. H. S., Lucknow P. O., La., 05, 08.
 Gardiner, M. A., New Orleans, La., 03, 04, 06, 07, 08.

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- Gardner, Daisy, Crowley, La., 06.
 Gardner, Mrs. Ellen W., New Orleans, La., 02, 04, 05, 06, 08.
 Gardner, Gussie, Plain Dealing, La., 06.
 Garey, L. E., Sunshine, La., 06.
 Garland, Rose, New Orleans, La., 08.
 Garon, Corinne, Nix, La., 06.
 Garren, Adina, Biltmore, N. C., 06.
 Garrett, J. D., St. Martinville, La., 05, 06, 07.
 Garrett, H. L., Walker, La., 08.
 Garrett, Willie, Donaldsonville, La., 08.
 Gaspard, Irene, Breaux Bridge, La., 06.
 Gates, Amanda, Polock, La., 08.
 Gaudin, Dr. L. A., Convent, La., 08.
 Gaudin, Rost, Convent, La., 06.
 Gaudry, Annie, Dodson, La., 03, 06.
 Gaudy, A., Homer, La., 07.
 Gaudy, Ella, Homer, La., 07.
 Gaudy, Ethel, Westlake P. O., La., 08.
 Gaulden, A. E., Marksville P. O., La., 06, 08.
 Gaulden, M., Bon Ami, La., 06.
 Gaunt, Alice, Lake Charles, La., 05, 07, 08.
 Gaunt, Esther, Lake Charles, La., 07, 08.
 Gauthreaux, Essie, Raceland, La., 07.
 Gauthreaux, Leda, Raceland, La., 07.
 Gayle, Laura, Lake Charles, La., 04, 05, 06, 08.
 Gayle, Ella V., Lake Charles, La., 08.
 Gebhardt, Elizabeth E., New Orleans, La., 08.
 Gelvin, Mammie, Jena, La., 08.
 Jennis, Alice, Plancheville, La., 07.
 Genre, Georgiana, Corner View, La., 06.
 George, Louise, Lafayette, La., 08.
 Germann, Celestine M., New Orleans, La., 04, 05, 07, 08.
 Germany, Maggie, Greenville, La., 06.
 Getmer, Mary, Shreveport, La., 06.
 Giardina, Lola, New Orleans, La., 08.
 Giardina, Rose, New Orleans, La., 03, 05, 06, 08.
 Giardina, Rose M., New Orleans, La., 08.
 Gibbs, H. W., Arcadia, La., 07.
 Gibson, ... Avaró, La., 07.
 Giefers, I. H., New Orleans, La., 08.
 Gilbert, Louise, Monroe, La., 05, 06, 07.
 Gilbert, R. A., Laura, La., 06.
 Gill, Etta, Leesville P. O., La., 08.
 Gill, Loula E., New Orleans, La., 08.
 Gilloly, Lelia B., New Orleans, La., 08.
 Gilmer, Mary, Shreveport, La., 07.
 Gilmer, Millin, Stonewall, La., 08.
 Gilmore, Cecilia M., New Orleans, La., 04, 05, 06, 08.
 Giordana, B., Homeplace, La.
 Girard, Mrs. A., Glynn, La., 06.
 Girard, Mrs. Mamie F., Grosse Tete, La., 07, 08.
 Girault, Felicienne, New Orleans, La., 03, 05, 06, 08.
 Girshefski, Sarah, Dutchtown, La., 08.
 Given, Myrtilla E., New Orleans, La., 08.
 Glaser, Marguerite, New Orleans, La., 08.
 Gleason, Helen, Belair, La., 07.
 Glenn, Mrs. E. W., Bourg, La., 04, 06.
 Glenn, Mrs. G. L., Longville, La., 07.
 Glynn, May G., New Orleans, La., 08.
 Gobeil, C., Cottonport P. O., La., 06, 08.
 Godelfer, Rita, New Orleans, La., 08.
 Going, Edith, Franklin, La., 04, 05, 06, 07.
 Going, Mrs. E. P., Vidalia, La., 06.
 Goldenberg, Rachael, Shreveport, La., 04, 05, 06, 07, 08.
 Goldsby, G. F., Amite City, La., 08.
 Golson, Ola, Cadeville, La., 08.
 Gooch, Bertie, Maurice, La., 06.
 Gooch, Myrtle, Perry, La., 06.
 Goodman, Mrs. Chas., Atlanta, Ga., 06, 07, 08.
 Goodwin, Solomon, Olive Branch, La., 06.
 Goodwin, Viola, Atlanta, La., 07.
 Goodwyn, Lily B., New Orleans, La., 04, 06, 07, 08.
 Gorben, Henrietta, Red Fish, La., 06.
 Gorben, Mary, Chenel, La., 07.
 Gorben, Lubitha, Ida, La., 06, 07.
 Gorben, Tubitha, Ida, La., 06, 07.
 Gordon, Florence S., New Orleans, La., 08.
 Gordon, Ruth, Ludwine, La., 08.
 Gordner, Gussie, Alden Bridge, La., 08.
 Gordy, Annie, Glencoe, La., 06.
 Gorham, M. W., Winnfield, La., 08.
 Gorton, Elizabeth W., Waterproof, La., 08.
 Goss, William, Mansfield, La., 06.
 Gosserand, L. H., Gretna, La., 06.
 Gott, Charles, Franklin P. O., 01, 04, 06, 07, 08.
 Gotthold, Rose, New Orleans, La., 03, 04, 05, 06, 07, 08.
 Gourdain, Jos. N., Convent, La., 06, 07, 08.
 Gourdain, Clara, New Orleans, La., 08.
 Gourrier, Florence, New Orleans, La., 08.
 Goyné, Maud, Ruston, La., 07.
 Graff, Mrs. Elizabeth R., New Orleans, La., 05, 06.
 Graham, Alice H., Monroe, La., 06, 07.
 Graham, Mary, Baton Rouge, La., 06.
 Grant, Isabella B., New Orleans, La., 04, 05, 06, 08.
 Grant, Lottie, Eros, La., 07, 08.
 Graves, P. T., Lockport, La., 08.
 Gray, Ruby, Lake Charles, La., 08.
 Graybeal, Charles S., Hornbeck, La., 06, 08.
 Green, A., Winnfield, La., 07.
 Greene, Annie, New Roads, La., 06.
 Green, Helen, Jennings, La., 06.
 Green, Mrs. J. M., Lafayette, La., 06, 07.
 Greene, John S., Downsville, La., 04, 07.
 Greene, Lily, Cinclare, La., 06, 07.
 Gregory, Francis W., New Orleans, La., 08.
 Gremillion, Bertha, Moreauville, La., 06, 07.
 Gremillion, J. B., Moreauville, La., 05, 06.
 Greneaux, L., Marksville, La., 05, 07.
 Gresham, Mrs. Hannah W., New Orleans, La., 06, 08.
 Grey M., Monroe, La., 07.
 Griffin, Bertha, Crowley, La., 06.
 Griffin, C. B., Minden, La., 06.
 Griffin, Clyde, Berwick, La., 08.
 Griffin, Eunice, Oakley, La., 06.
 Griffith, C. B., Yellow Pine, La., 07.
 Griffith, ... Mansfield, La., 07.
 Griffith, Eugenia, Baton Rouge, La., 05, 06, 08.
 Griffith, Mamie E., New Orleans, La., 08.
 Griffith, P. H., Washington, La., 07, 08.
 Grigsby, Jennie Lou, Ashland, La., 07.
 Grigsby, S., Minden, La., 07.
 Grigsby, Thera, Minden, La., 03, 05, 07.
 Grimmer, Odele, Racourci, La., 06.
 Griver, E., Miss, Webster, La., 08.
 Groesbeck, Nellie, Melrose, La., 08.
 Grosebeck, R. C., Waterford P. O., La., 07, 08.
 Grubb, Mary B., Ruston, La., 07.
 Gschwind, Alice, New Orleans, La., 08.
 Guardia, J. E., Garyville P. O., La., 07, 08.
 Guardia, Mrs. Penelope, New Orleans, La., 07, 08.
 Guedry, L. A., Wallace P. O., La., 08.
 Guelfo, Rosa, Napoleonville, La., 03, 04, 06.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Guibry, Eunice, Mark, La., 08.
Guillaume, Elonnise, Chanal P. O., 06, 07, 08.
Guillory, Jimmie, Natchitoches, La., 04, 05, 06, 07.
Guillot, Elizabeth, New Orleans, La., 06, 07, 08.
Gulbeau, Celeste, Breaux Bridge, La., 08.
Guthrie, James W., Machen, La., 08.
Guthrie, Jennie, Dickard, La., 08.
Gwinn, Dr. J. M., New Orleans, La., 08.
Gwyn, Annie, Crowley, La., 08.
Habans, Edwina, New Orleans, La., 08.
Habans, Paul B., New Orleans, La., 08.
Hadnot, Annie E., Hadnot, La., 07, 08.
Hadnot, Mary, Quadrate, La., 05, 07.
Hagan, Irene G., New Orleans, La., 08.
Hagerwood, J. D., Deshotels, La., 06.
Hain, B. O., New Orleans, La., 08.
Hall, Mamie B., Baton Rouge, La., 02, 04, 05, 06, 07.
Hall, Kate, Kenna, La., 02, 05, 06, 08.
Hall, M. F., Barham P. O., La., 05, 06, 07, 08.
Hally, Miss, Mathews, La., 08.
Hamilton, Ruth, New Orleans, La., 08.
Hamilton, Phoebe, New Orleans, La., 04, 06, 08.
Hamilton, Evelyn, New Orleans, La., 06, 07, 08.
Hammet, Lucy, Campit, La., 04, 05, 06, 07.
Hammond, Margaret, Lake Charles, La., 07.
Hammond, Ollie, Cadeville, La., 08.
Hampson, Mrs. Marie L., New Orleans, La., 03, 04, 05, 06, 07, 08.
Hampton, D. L. O., Alexandria, La., 05, 07, 08.
Haney, Virginia Lou, Liverpool, La., 06.
Hawkins, M., Atlanta, La., 06.
Hanley, Agnes, New Orleans, La., 06.
Hanley, R., New Orleans, La., 08.
Hanlon, E. D., Jennings, La., 08.
Hannon, Irene, New Orleans, La., 08.
Hansen, Sophie, New Orleans, La., 04, 06, 08.
Hanson, Margaret C., New Orleans, La., 01, 02, 04, 05, 06, 07, 08.
Harby, Fannie S., New Orleans, La., 04, 05, 06, 07, 08.
Hardel, Marie L., New Orleans, La., 08.
Harding, Frances, Homer, La., 06.
Hardy, Kate, Ruston, La., 07.
Hare, Pansy,, 06, 07.
Hare, Ada, Lafayette, La., 08.
Harelsion, Julia, Baton Rouge, La., 02, 04, 06.
Hargis, I., Ruby, La., 07.
Hargrove, Hardis, Shreveport, La., 07, 08.
Harkrider, May, Greenwood, La., 08.
Harnett, Theresa, New Orleans, La., 08.
Harper, Clara, Lafayette, La., 07.
Harper, J. C., Kelly, La., 07, 08.
Harper, Maud, Winnfield, La., 08.
Harrington, Ida, Acy, La., 07, 08.
Harrington, M. E., Charenton, La., 07, 08.
Harris, Ella, Mt. Lebanon, La., 07.
Harris, Lee, Shreveport, La., 04, 06, 07, 08.
Harris, Laura C., New Orleans, La., 03, 04, 05, 06, 08.
Harris, Mary, Convent, La., 08.
Harris, Mrs. Nanna, Slidell, La., 05, 06, 07, 08.
Harris, Sarah, New Orleans, La., 03, 04, 05, 06, 08.
Harris, Stella, Denham Springs, La., 07.
Harris, S. W., Monroe, La., 06, 07, 08.
Harris, T. H., New Orleans, La., 01, 02, 03, 04, 05, 06.
Harrison, Inda, Colfax, La., 06, 07.
Harrison, J. B., Delhi, La., 07.
Harrison, Molly, New Orleans, La., 08.
Harrison, Katherine E., New Orleans, La., 04, 05, 06, 08.
Harrison, Helen S., New Orleans, La., 08.
Hart, Mary M., New Orleans, La., 08.
Hart, Noelle, Reserve, La., 08.
Hart, W. A., Calhoun, La., 06, 07.
Harte, May, New Orleans, La., 08.
Harte, Alice M., New Orleans, La., 08.
Harvey, Sarah M., New Orleans, La., 08.
Harwell, Bessie, Frierson, La., 02, 04, 07.
Harwell, Jas. Thos., Lake Arthur, La., 08.
Harwell, Joseph, Lake Arthur, La., 08.
Haskell, Ella, Breaux Bridge P. O., La., 08.
Hastings, Montana, Baton Rouge, La., 07.
Hatcher, Hallie, Delhi, La., 08.
Hatcher, L. F., Arkana, La., 07.
Hatcher, Thomas W., Delhi, La., 07, 08.
Hatcher, W. B., Girard, La., 06, 07.
Hathaway, Iva, Ruston, La., 07, 08.
Hathaway, Donnie, St. Maurice, La., 07.
Hutton, J. H., Poland, La., 07.
Haupt, Bertha, Crowley, La., 05, 06, 07, 08.
Hansey, Bele, Baton Rouge, La., 06, 07.
Hawthorne, Mattie M., Sikes, La., 07, 08.
Haygood, Theoda, New Orleans, La., 07, 08.
Haynes, Zemma, West Monroe, La., 08.
Hays, Agnes D., Voorhees, La., 50, 06.
Hays, Edyth, Alexandria, La., 08.
Hays, Frankie, Chenyville, La., 05, 08.
Hays, Kate, Evangeline, La., 06, 08.
Hays, Maud, Hessmer, La., 04, 06.
Head, W. P., Arcadia P. O., La., 06, 07, 08.
Heard, J. E., Bunkie, La., 06.
Heard, J. E., Zachary, La., 06, 07.
Hebert, Anne, Mark, La., 01, 02, 05, 06, 07, 08.
Hebert, Margaret, Mark, La., 07, 08.
Hebert, Lula, Labadenville, La., 07, 08.
Hebert, Rosa, Labadenville, La., 06, 08.
Hebraud, Bilette, Opelousas, La., 06.
Heck, Augusta, Cinclaire, 06.
Heck, Valerie, Cinclaire, 06.
Heckert, J. W., Natchitoches, La., 07, 08.
Hedges, Julia, New Orleans, La., 03, 04, 06, 08.
Hedges, Fannie C., New Orleans, La., 04, 05, 06, 07, 08.
Hedgpath, Daisy, Floyd, La., 08.
Hedgpath, Susie, Ruston P. O., La., 07, 08.
Hedlund, E. F., New Orleans, La., 08.
Heflin, Carrie, Heflin, La., 07.
Helm, Gertrude (P?), Blanchessville, La., 08.
Helouin, Maud, White Castle, La., 05, 06.
Henderson, Anna M., Heithville, La., 07, 08.
Henderson, Mrs. Emily, Tentress, La., 06.
Henderson, G., Keithville, La., 07.
Henderson, J. B., Vivian, La., 07.
Henderson, J. J., Choudrand, La., 08.
Henderson, Jyppir, Keithville, La., 08.
Henderson, Nellie, Happy Jack, La., 08.
Hendon, A. M., St. Francisville, 00, 01, 02, 03, 04, 05, 06, 07, 08.
Hendrix, J. W., Hidsion, La., 07.
Henican, Adelaide C., New Orleans, La., 08.
Hennessey, Katie, Theriot, La., 08.
Henry, Alice, Walnut Lave, La., 03, 05, 08.
Henry, Berta, Marksville, La., 07, 08.
Henry, C. J. R., Smith P. O., La., 07, 08.
Henry, Eula, Plancheville, La., 07.
Henry, Pearl, Henry, La., 06.
Henson, C. C., Alexandria P. O., 07, 08.
Her, Mattie, Shreveport, La., 04, 05, 06, 07.
Hero, Anna M., New Orleans, La., 03, 04, 05, 06, 07, 08.

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- Heronan, Rose, Clyn, La., 06, 07, 08.
Herron, Stella, New Orleans, La., 08.
Herron, Helen, New Orleans, La., 04, 06, 07, 08.
Hester, Daisy, Carencro, La., 07.
Hester, Q. A., Calhoun, La., 07.
Hester, Mrs. Q. A., Calhoun, La., 07.
Hester, Sallie, Ridge, La., 07.
Heyveart, Charlotte M., New Orleans, La., 04, 05, 06, 07, 08.
Hickey, Monica, New Orleans, La., 08.
Hickey, Mrs. Azema P., New Orleans, La., 06, 08.
Hickman, Mrs. D. L., Alexandria, La., 05, 07.
Hicks, Mrs. Ella Dingle, Shreveport, La., 04, 05, 06, 07.
Higginbotham, Lily, Thibodaux, La., 07, 08.
Higginbotham, May, Thibodaux, La., 08.
Higginbotham, Bonnie, Thibodaux, La., 07, 08.
Higgins, Agnes L., New Orleans, La.,
Higgins, Agnes L., New Orleans, La., 03, 05, 06, 07, 08.
Hidgneau, Myrtle, Bastrop, La., 07.
Hildebrandt, Josephine E., New Orleans, La., 07, 08.
Hillman, E., Doyline, La., 07.
Hillman, Martha, Bienville, La., 07.
Hillman, Regina, Doyline, La., 07.
Hillman, Rosalia, Hope Villa, La., 06.
Himel, A. G., Gray P. O., Baytievile, La., 05, 06, 08.
Himel, Marie, Whitecastle, La., 05, 06.
Himes, R. L., Baton Rouge, La., 06, 08.
Hinkley, A. C., New Orleans, La., 04, 06, 08.
Hines, H. B., Coushatta P. O., La., 01, 02, 05, 06, 07, 08.
Hines, J. C., Columbia, La., 07.
Hines, Mabel, Columbia, La., 06.
Hines, Nannie, Jacoby, La., 07.
Hingle, R. E., Point-a-la-Hache P. O., La., 07, 08.
Hinrichs, A. G., New Orleans, La., 08.
Hinrichs, Anna G., New Orleans, La., 08.
Hire, Catherine, Pauline, 08.
Hite, Dixie R., Geismar, La., 06.
Hodge, Ida, Monroe, La., 07.
Hodges, R. W., Olla P. O., La., 08.
Hodgins, Etta, New Orleans, La., 06, 08.
Hodnett, A. E., Natchitoches, La., 04, 06.
Hodnett, Joseph O., Farmerville, La., 03, 06, 07, 08.
Hoffman, Minna L., New Orleans, La., 04, 05, 06, 08.
Hollis, Blanche, Haynesville, La., 07.
Holmes, Fadra, Natchitoches, La., 03, 04, 06, 07, 08.
Holmes, Fay, Gibsland, La., 06.
Holmes, H. W. Jr., Beech, La., 05, 06.
Holmes, Sidonia, New Orleans, La., 08.
Holt, May, Crowley, La., 08.
Holton, Goldie, Holton, 08.
Honeycutt, Melville, La., 07.
Hood, Myrtle, Jones, La., 07.
Hooe, Levin L., Alexandria, La., 05, 06, 07.
Hooker, Bessie M., Grandcane, La., 08.
Hooker, G. F., Eola, La., 06.
Hooper, Bessie, Greensburg, La., 06.
Hooper, Chas. E., Simsboro, La., 07, 08.
Hooper, Ella Keener, Rosedale, La., 06.
Hooper, Elsie, New Orleans, La., 03, 04, 05, 06, 08.
Hooper, Mrs. Margaret, New Orleans, La., 03, 04, 05, 06, 07, 08.
Hornsbay, Alice, St. Amant, La., 06.
Hornsbay, Frankie, Gonzales, La., 06. 1
Hornsbay, Mrs. Kate, Litcher, La., 07, 08.
Hornsbay, Rosa, Grangerville, La., 07.
Hortman, Sallie, Hortman, La., 05, 06.
Horton, Aldin, Coushatta, La., 08.
Horton, Emily, Litcher, La., 04, 06.
Horton, Fannie, Clinton, La., 05, 06, 07.
Horton, Wiley J., Coushatta, La., 08.
Hoskins, W. S., Pollock, La., 06.
Hotard, Kate, Grosse Tete, La., 06.
Houston, G. O., Lula, La., 07.
Houston, Sallie, Gretna, La., 05, 06.
Howard, L. M., Shreveport, La., 07.
Howe, Mrs. Henrietta M., New Orleans, La., 06, 08.
Howe, Mary H., New Orleans, La., 02, 03, 04, 05, 06, 07, 08.
Howell, Amanda, Shreveport, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
Howell, Letitia, Colfax, La., 05, 06.
Howell, M. G., Donaldsonville, La., 07.
Huard, Lise, Lions P. O., La., 08.
Hubert, Emily, New Orleans, La., 08.
Hubley, Evelina, Zwolle, La., 07.
Huddle, D. F., Pineville, La., 05, 06, 07, 08.
Huddle, Pauline, Pineville, La., 05, 06, 07, 08.
Hudgens, Fannie, Dutchtown, La., 05, 06, 07.
Hudson, H. A., Branch, La., 06.
Hudson, J. S., Oxford, Miss., 08.
Hudson, S. A., Abbeville, La., 04, 06.
Hudspeth, Georgie, Rosa, La., 06, 07, 08.
Hudspeth, R. D., Rosa, La., 08.
Hudspeth, S., Georgetown, La., 07.
Huey, Bettie C., Ruston, La., 07.
Huey, H., Glenmora, La., 07.
Huey, Hattie, Woodworth, La., 07.
Huey, Lucy, New Orleans, La., 00, 03, 06, 07, 08.
Huey, May, St. Francisville, La., 06, 07, 08.
Huey, Olive, St. Francisville, La., 08.
Huff, Augusta, New Orleans, La., 08.
Huger, Emily H., New Orleans, N. M. T., School, 08.
Hughes, Adele L., Marksville, La., 05, 06.
Hughes, Belle, Hammond, La., 06.
Hughes C., Robeline, La., 07.
Hughes, C. M., Bunkie, La., 04, 06, 07, 08.
Hughes, Corinne C., New Orleans, La., 08.
Hughes, Dora M., New Orleans, La., 03, 04, 05, 06, 07, 08.
Hughes, Mrs. M. H., Slidell, La., 06, 07, 08.
Hughes, K. J., New Orleans, La., 03, 05, 08.
Hughes, Lesia, Shreveport, La., 04, 07, 08.
Hughes, Lola, Hornbeck, La., 08.
Hughes, O., Hammond, La., 07.
Hughes, Sarah L., Slidell, La., 06.
Hulsard, Virginia, Gearyville, La., 08.
Hulsart, A., Garyville, La., 07.
Hulse, Mary V., New Orleans, La., 03, 04, 05, 06, 08.
Humble, Mrs. S., Monroe, La., 07.
Humphrey, A. S., Benton, La., 06.
Humphreys, Fannie, Blanchard, La., 04, 05, 07.
Humphrey, Mary P., Lake Charles, La., 06, 08.
Humphreys, V. O., Plain Dealing, La., 06.
Hunt, Carrie, Manifest, La., 05, 06.
Hundley, Allen B., Caldwell, La., 08.
Hunt, Marie, Dumas, Ark., 07.
Hunter, Maud, New Orleans, La., 06, 08.
Hunter, Katie, Rayne, La., 03, 05, 07.
Hunter, Margaret, Plaquemine, La., 08.
Hunter, Mary, Abbeville, La., 08.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Hunter, Wm. O., Coughatta, La., 07, 08.
Hurley, Catherine, New Orleans, La., 01, 02, 03, 05, 06, 08.
Husbands, Maud, Cinclaire, La., 06.
Huskamp, Bertha C., New Orleans, La., 08.
Hussey, Eleanor, Abbeville, La., 07.
Hutchens, Gladys, Shreveport, La., 04, 07, 08.
Hutcheson, J. L., Eros, La., 07, 08.
Hutchings, Lellian, Richardson, La., 08.
Hutto, E. B., Shreveport, La., 07.
Hymas, Inez, Chamberlin, La., 05, 06.
Hyde, Grace, Winnfield, La., 05, 07.
Hynes, Bridget, New Orleans, La., 08.
Hynes, Edward, New Orleans, La., 08.
Hynes, Lizzie, New Orleans, La., 08.
Hysains, May, Camptli, 06, 08.
Ingraham, Mrs. Julia S., New Orleans, La., 04, 05, 06, 08.
Irion, Eola, New Orleans, La., 08.
Irion, Lucy, Rayne, La., 07, 08.
Ives, V. A., Minden, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
Ives, Mrs. C. A., Minden, La., 07.
Ives, Christopher Edmond, Amite City, La., 00, 04, 06, 07, 08.
Ivichievich, Antoinetta, New Orleans, La., 08.
Jackson, Emily, Pine Hill, La., 08.
Jack, Mary Kate, Shreveport, La., 07.
Jackson, Eleanor, New Orleans, La., 08.
Jackson, Eugene, Breaux, La., 06, 08.
Jackson, J., Winnfield, La., 07.
Jackson, W. J., Biown, La., 07.
Jackson, W. J., Brown, La., 07.
Jacquet, Clotilde, New Orleans, La., 01, 02, 03, 04, 05, 06, 07, 08.
Jacque, Dianne, New Orleans, La., 08.
Jaquet, A., New Orleans, La., 08.
Janfroid, Elyma, New Orleans, La., 03, 04, 06, 07, 08.
Jeneaux, Louise, Jeanerette, La., 08.
Jenkins, Ella, Taunehill, La., 06.
Jenkins, E. S., Lake Charles, La., 04, 05, 07, 08.
Jennings, Stella, Bienville, La., 07.
Jewell, J. R., Lafayette, La., 07.
—Joffrion, Mrs. Clara, Livonia, La., 08.
Joffrin, Celeste, Libonia P. O., La., 06, 08.
Johnson, Allie, Natchitoches, La., 04, 06.
Johnson, Cecelia, Lafayette, La., 08.
Johnson, Ethel C., New Orleans, La., 03, 04, 05, 06, 08.
Johnson, Tithel C., New Orleans, La., 03, 04, 05, 06, 08.
Johnson, Gertrude, New Orleans, La., 08.
Johnson, Gertrude C., New Orleans, La., 08.
Johnson, Inez, Duckport, La., 08.
Johnson, Irene, Puckett, La., 07, 08.
Johnson, Rita, New Orleans, La., 03, 05, 06, 08.
Johnson, W. A., Arkana, La., 06, 07.
Johnston, Annie, Bunkie, La., 07.
Johnston, Belle, Linton, La., 06.
Johnston, Effie, Oak Bridge, La., 08.
Johnston, H. C., Newport, La., 07.
Johnston, J. E., Benton, La., 06, 07.
Johnston, John F., Bunkie, La., 08.
Johnston, Minnie, Monroe, La., 08.
ohnston, J. S., Shreveport, La., 08.
Johnston, Vera, Morse, La., 08.
Jolly, Margaret, Baton Rouge, La., 07, 08.
Jones, Addie, Salt, La., 08.
Jones, Anna M., Bethany, La., 02, 04, 05, 06.
Jones, A. D., Lutchter La., 06.
Jones, Annie, New Orleans, La., 06, 08.
Jones, Daniel S., Churchpoint, La., 06, 08.
Jones, Ernest W., Scott, La., 04, 05, 06, 07, 08.
Jones, Eula C., Lake Charles R., 07, 08.
Jones, F. E., Jena, La., 07, 08.
Jones, Mrs. Frank, Baton Rouge, La., 06.
Jones, Helen, New Orleans, La., 08.
Jones, J. Madison, Archbald, La., 04, 05, 06.
Jones, Lena, Natchitoches, La., 08.
Jones, Lutie, French Settlement, La., 08.
Jones, N. F., Little Creek, La., 06.
Jones, O., Keatzville, La., 07.
Jones, R. L., Burk's Place, La., 07.
Jones, S. M., Vivian P. O., La., 06, 07, 08.
Jordan, Andrew A., Greenwood, La., 08.
Jordan, C. J., New Iberia, La., 04, 05, 06, 07.
Jordan, John S., Cooper, La., 08.
Jordan, R. L., Ovard, La., 07.
Jordan, W. C., Bayou Goula, La., 08.
Joseph, Ray, Gonzales, La., 08.
Jourdan, Amanda, New Orleans, La., 06, 08.
Joyce, Bessie, Coughatta P. O., La., 08.
Jlyce, Ella, New Orleans, La., 05, 06, 08.
Kaessmann, F. D. J., Leesville, La., 07, 08.
Kaessmann, Mrs. F., Leesville, La., 07.
Kahn, Hilda, Rayne, La., 06, 07, 08.
Kane, Edna, New Orleans, La., 08.
Karr, Edna, New Orleans, La., 08.
Katchum, Ida, Jena, La., 08.
Kavanaugh, Beulah,, 06.
Kavanaugh, Kathleen, New Orleans, La., 03, 04, 06, 08.
Kea, Lena, Winnfield, La., 05, 06.
Kearney, Annie, New Roads, La., 07.
Kearney, Mollie, New Roads, La., 06.
Keeler, Eskridge E., Farmerville, La., 08.
Keeling, Elizabeth, New Orleans, La., 08.
Keeny, Pearl, Baton Rouge, La., 07, 08.
Keeny, John E., Ruston, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
Keife, Charlotte, New Orleans, La., 05, 06, 08.
Keitz, Louise, New Orleans, La., 08.
Keitz, Nettie, New Orleans, La., 08.
Keeler, Elma, Crescent, La., 06.
Keller, Fanny, Burton, La., 06, 08.
Kelly, Mamie, Opelousas, La., 06.
Kelley, M. E., Eunice, La., 08.
Kelly, Alex P., Shreveport, La., 08.
Kelly, Catherine, New Orleans, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
Kely, May E., New Orleans, La., 06, 08.
Kelso, Fanny, Jeanerette P. O., La., 07, 08.
Kendall, Josephine, New Orleans, La., 08.
Kenôrick, Beulah, Jena, La., 08.
Kennedy, Annie F., New Orleans, La., 00, 01, 03, 04, 05, 06, 08.
Kennedy, Mary, Lockport, La., 07, 08.
Kennedy, R., Holton, 08.
Kennedy, W., New Orleans, La., 03, 05, 06, 08.
Kennon, E., Burk's Place, La., 07.
Kenny, May E., New Orleans, La., 08.
Kenny, Mrs. J., New Orleans, La., 08.
Kernaghan, Margaret, New Orleans, La., 08.
Kessle, S. G., Horn Bay, La., 07.
Key, Katie, Monroe, La., 07, 08.
Key, M. H., Eros P. O., La., 06, 07, 08.
Kevsaer, Nellie, Farmersville, La., 07.
Kidd, Eula, St. Joseph, La., 03, 05, 07.
Kilgrove, Anora E., New Orleans, La., 08.
Killam, E. F., Richards, La., 08.
Killen, F. H., Meider, La., 05, 07.
Killian, Mrs. J. D., Hammond, La., 08.
Kilpatrick, M., Cadeville, La., 07.

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- Kilshaw, Hortense, New Orleans, La., 08.
 Kimberland, F. E., Roseland, La., 07, 08.
 King, Allie, Jena, La., 05, 08.
 King, Ann Eliza, New Orleans, La., 08.
 King, Geel, Coniey, La., 07.
 King, M. B., Scott, La., 06.
 King, R., New Orleans, La., 08.
 King, Therese, Noll, La., 08.
 King, Tru. Grapps Bluff, La., 07.
 Kingsbury, Mrs. Maud, Amite, La., 08.
 Kinsinger, Emma, New Orleans, La., 05, 06, 08.
 Kirk, V., Minden, La., 07.
 Kirkman, Gardie, Lake Arthur, La., 08.
 Kirkpatrick, Annie, Bienville, La., 07.
 Kirkwood, May, Lake Charles, La., 08.
 Klar, Dora M., New Orleans, La., 08.
 Klock, Amelia, Whitecastle, La., 05, 06, 07, 08.
 Klock, Laura, Lobdell, La., 06, 07, 08.
 Knight, Elene, Fordyce, Ark., 07.
 Knower, Eva, New Orleans, La., 08.
 Knox, Elise, Clinton, La., 06.
 Kolin, E. C., Pointe-a-la-Hache, La., 08.
 Koppel, Ophelia, New Orleans, La., 02, 04, 05, 06, 08.
 Kuhlman, Katie, Segonier, La., 06, 07.
 Kuhlman, Lena, Segonier, La., 06.
 Kuhn, Anna E., New Orleans, La., 08.
 Kurderdt, Emily, New Orleans, La., 05, 06, 07, 08.
 Kursheedt, Irma, New Orleans, La., 08.
 Kuster, Mrs. Marion, Hammond, La., 08.
 Kramson, Honor, Natchez, La., 08.
 Kramson, Mrs. Sam, Natchez, La., 08.
 Kronenberger, Katherine, New Orleans, La., 08.
 Kronenberger, Marie M., New Orleans, La., 01, 02, 03, 04, 07, 08.
 Labauve, F. J., Ashton, La., 04, 06.
 Labauve, G. J., Jr., Louisa, La., 04, 05, 06.
 Labauve, G. J., Jeannerette, La., 06.
 Lackey, Tate, Marksville, La., 05, 06, 07.
 Lacour, A. J., Lacour, La., 06.
 Lacroix, Bettie, Alexandria, La., 07.
 La Croix, Etta, Simms, La., 08.
 La Croix, Lizzie, Simms, La., 05, 06, 07, 08.
 Lacy, William E., Jackson, La., 08.
 Lacy, W. H., Alberta, La., 07.
 Lafargue, W. S., Thibodaux, La., 08.
 Lafargue, Zepher, Marksville, La., 04, 05, 06, 07, 08.
 Laforest, Mary, Thibodaux, La., 08.
 Laing, Hattie, Wisner, La., 06.
 Lambert, Lydia, Lockport, La., 07, 08.
 Lambert, Marie, French Settlement, La., 06, 08.
 Lambremont, John, Convent, La., 06.
 Lambremont, Julia, Convent, La., 06, 08.
 Lancaster, Mary K., New Orleans, La., 05, 06, 08.
 Landis, Bruce S., Winnshoro, La., 06, 08.
 Landis, H. B., Cheneyville, La., 06.
 Landry, Amelie, Klotzville, La., 05, 07, 08.
 Landry, Irene, Maurepas, La., 08.
 Landry, Jeanne, Donaldsonville, La., 06, 08.
 Landry, Leda, Donaldsonville, La., 02, 05, 06.
 Landry, Kate, Plaquemine, La., 06.
 Landry, Mabel, Mark, La., 06, 07.
 Landry, Maud, Mark, La., 06.
 Lane, Cora A., Pearl River, La., 08.
 Lange, Etta, McDonoghville, La., 08.
 Langford, Annie May, Gilsland, La., 08.
 Langford, Bettie, Wheeling, La., 07.
 Langston, Eva, Minden, La., 06, 07.
 Lanier, C., Miss, Allemands, La., 08.
 Lansing, Janella, Belle Helene, La., 06.
 Laporte, Lea, New Orleans, La., 08.
 Larche, J. J., Paulina, La., 07.
 Larkin, Mary A., New Orleans, La., 08.
 Larrabee, H., Miss, Lafayette, La., 06, 08.
 Larrabee, Nell, Hornbeck, La., 06.
 Larson, Christina, Shreveport, La., 06.
 Lashlee, Norma, Oakland, La., 08.
 Lason, Lizzie, Elmer, La., 05, 07.
 Lasseigne, A. C., Thibodaux, La., 07, 08.
 Latham, Alma, Merryville, La., 08.
 Lathrop, Clifton C., Cutoff, La., 08.
 Lawrence, Myrtle, Ruston, La., 07.
 Lautier, Teresa, Amite, La., 08.
 Lauve, Corine, Plaquemine, La., 01, 02, 05, 06.
 Lauve, Marie, Baldwin, La., 06.
 Law, L. A., Gueydan, La., 05, 07, 08.
 Lawson, Clara, Mt. Ary, La., 08.
 Lawson, Lizzie, Glenmora, La., 08.
 Lawson, Mrs. Roger, Coushatta, La., 08.
 Layton, Irene, Shreveport, La., 04, 07.
 Lea, Ida, Jackson, La., 06, 07.
 Leach, Julia, New Orleans N. M. T. School, 08.
 Leak, A. D., Logansport, La., 07.
 Lebeau, F., Chenal, La., 08.
 Le Beau, J. O., Chenal, La., 06, 07.
 Le Blanc, Alice, Plaquemine, La., 02, 05, 06.
 Le Blanc, Laura, Whitecastle, La., 02, 05, 06, 07.
 Le Blanc, Lillian, Brusly, La., 07, 08.
 Le Blanc, M., Lake Charles, La., 07.
 Leckert, Alice, New Orleans, La., 04, 07, 08.
 Leclerc, Virginia V., New Orleans, La., 08.
 Le Corgne, Maud, New Orleans, La., 08.
 Ledet, Laure, Kraemer, La., 08.
 Ledet, Lucie, Lafourche Crossing, La., 08.
 Lee, Lillian, Cheniville P. O., La., 06, 08.
 Lee, Mrs. P. A., Coushatta, La., 07, 08.
 Leeds, Grace, New Orleans, La., 04, 05, 06, 08.
 Leet, Sadie, Moreauville, La., 06, 08.
 Lefford, Georgia, Bastrop, La., 07.
 Leigh, Emmie, Hydropolis, La., 06.
 Leigh, Mary, Haasville, La., 08.
 Leight, Carrie, Millburne, La., 08.
 Leighton, John, Red Oak, La., 08.
 Lejeune, Eva, Brusly, La., 06, 07.
 Leman, Mrs. Nellie, Leesville, La., 06.
 Lenas, Lucie M., New Orleans, La., 08.
 Le Normand, G., Charenton, La., 06, 08.
 Leonard, Tidie, Sarepta, La., 06, 07.
 Leopold, Bernice, Ouachita, La., 07.
 Leopold, Simon, Phoenix, La., 07.
 Le Perr, Blanche, New Orleans, La., 08.
 Lepley, Louise, New Orleans, La., 03, 06.
 Le Rosen, Susie, Shreveport, La., 04, 05, 06, 07.
 Leesley, Bessie, Leesville, La., 04, 05, 06, 07.
 Lessley, Carrie, Egg Bend, La., 07.
 Lessley, G. P., Bordelonville, La., 06.
 Lesslie, Nan, New Orleans, La., 08.
 Leveton, M., Amite, La., 06.
 Leverich, Fannie, New Orleans, La., 08.
 Levin, Leah, Alexandria, La., 04, 06, 07.
 Levins, Alma, Mt. Lebanon, La., 07.
 Levy, Bertha, Abbeville, La., 06.
 Levv, Edgar, Natchitoches P. O., La., 05, 06, 07, 08.
 Levy, Ette, Franklin, La., 08.
 Levy, M. D., Houma P. O., La., 08.
 Lewis, . . . , Hunter, La., 07.
 Lewis, Alaska, Whitecastle, La., 07, 08.
 Lewis, Arthur, Amite, La., 07, 08.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Lewis, Mrs. Arthur, Amite, La., 08.
 Lewis, Brunette, St. Joseph, La., 07, 08.
 Lewis, C. C., Lake Providence P. O., La., 07, 08.
 Lewis, Henrietta, Natchitoches, La., 05, 06, 07.
 Lewis, H. G., Plaquemine, La., 06, 07.
 Lewis, J. H., Crowley P. O., La., 05, 06, 07, 08.
 Lewis, Victor, Gilbert, La., 06.
 Liggins, John L., Winnfield, La., 08.
 Liminer, Evie D., New Orleans, La., 08.
 Lindsey, Madge, Plain Dealing, La., 07.
 Link, Belle, Benton, La., 06, 07.
 Linton, Rachel, New Orleans, La., 08.
 Lion, Rose, New Orleans, La., 06, 08.
 Livette, Alene, Houma, La., 08.
 Litton, Pearl, Converse, La., 06.
 Lloyd, Emma, New Orleans, La., 08.
 Lobrano, Adeline, Carencro, La., 06.
 Lockett, Catherine, Monterey, La., 08.
 Lockett, Mamie, Napoleonville, La., 08.
 Lockhart, Eunice, Denham Springs, La., 06.
 Lockwood, G. O., Baton Rouge, La., 05, 06, 07, 08.
 Locurey, B. N., Robeline, La., 06.
 Logan, R. M., Ruston, La., 07.
 Long, Clara, Winnfield, La., 06.
 Long, Ethel, St. Patrick, La., 06.
 Long, Lillian, Floyd, La., 08.
 Long, Lottie, Winnfield P. O., La., 05, 07, 08.
 Longmo, A., Appleville, La., 07.
 Longino, W. J., Colvin, La., 08.
 Looney, W. L., Nashville, La., 08.
 Louis, A. L., Tide, La., 08.
 Louque, Cecile, New Orleans, La., 08.
 Love, C. H., Schley, La., 07.
 Love, N. Mai, Breaux Bridge, La., 05, 06.
 Love, W. B., Koran P. O., La., 06, 07, 08.
 Lourey, B. N., St. Francisville P. O., 07, 08.
 Lowry, R. P., Convent P. O., 08.
 Lucuis, J. F., Negreet, La., 00, 02, 03, 06, 07.
 Luneau, Avis, Marksville, La.
 Dunsford, Blackwell, Lafayette, La., 04, 05, 06, 07, 08.
 Lunsford, D. G., Clinton, La., 04, 05, 06, 07, 08.
 Lusher, Mrs. Alice L., New Orleans, La., 05, 06, 08.
 Lyall, C., Lockport, La., 07.
 Lyle, L., Thibodaux, La., 08.
 Lyles, Elizabeth, Long Bridge, La., 06.
 Lynch, J. P., Monroe, La., 07.
 Mackey, A. E., Harrisonburg, La., 06.
 Mackey, C. L., Urania, La., 06, 07.
 Magendie, Estelle, S., New Orleans, La., 08.
 Mahen, Agnes L., New Orleans, La., 08.
 Mahen, Edgar L., New Orleans, La., 08.
 Maher, Bridget, New Orleans, La., 08.
 Mahler, Ellen L., New Orleans, La., 03, 04, 06, 07, 08.
 Mahon, Annie C., St. Joseph, La., 07.
 Mahoney, Geraldine, Klotzville, La., 06, 08.
 Mains, W. W., Mains, La., 06.
 Major, Emily, Anchor, La., 06.
 Major, Mrs. Judith, Lafayette, La., 08.
 Major, Victor, Dupont, La., 06.
 Mallett, G. B., New Orleans, La., 08.
 Mallett, Mary H., New Orleans, La., 08.
 Maloney, Alice, New Orleans, La., 08.
 Maloney, L., New Orleans, La., 08.
 Maloy, J. E., Smith, La., 08.
 Mann, Lillian, Homer, La., 08.
 Lucy Rayville, La., 07.
 Mann, Mary, Marysville, La., 07.
 Manning, Della A., New Orleans, La., 08.
 Manning, M. C., New Orleans, La., 04, 06, 08.
 Manning, Mary C., New Orleans, La., 04, 06, 08.
 Manuel, J. Amee, E. Baton Rouge, La., 06, 08.
 Marchand, Larry M., Acy, La., 06, 08.
 Marcotte, Annette, Marksville, La., 07.
 Maricelli, Monte, Compti, La., 08.
 Marion, Isabelle, St. Martinville, La., 06.
 Marion, Virginia, New Orleans, La., 05, 08.
 Markey, Margaret E., New Orleans, La., 08.
 Marks, Essie, New Orleans, La., 06, 07, 08.
 Marks, W., Lockport, La., 08.
 Marler, Stella M., Lotte, La., 07, 08.
 Marquiz, Henrietta H., New Orleans, La., 03, 04, 05, 08.
 Marsailis, L. B., Doyline, La., 03, 05, 06.
 Marsh, Virginia, Alexandria, La., 07.
 Marshall, S., Carencro, La., 07.
 Martin, Alice, Abita Springs, La., 05, 06.
 Martin, A. R., Youngeville, La., 07.
 Martin, G. A., Lafayette, La., 07.
 Martin, J. B., Hahnville, La., 08.
 Martin, Leola, Pelican, La., 03, 04, 05, 07.
 Martin, Mrs. L. H., Minden, La., 05, 06.
 Martin, Lizzie, Mansura, La., 06.
 Martin, W. H., Rocky Mount, La., 07.
 Martin, W. W., Natchitoches, La., 06.
 Martinez, Clotilde, New Orleans, La., 08.
 Marx, Esther, New Orleans, La., 08.
 Marx, Hilda, New Orleans, La., 08.
 Massentill, Ella, Monroe, La., 08.
 Massie, Mrs. W. G., Arabi, La., 08.
 Mason Nina, Longstreet, La., 07.
 Mathews, Charles A., Covington, La., 06, 07, 08.
 Mathews, Ernestine, Plaquemine, La., 05, 06, 08.
 Mathews, Irene, Port Hudson, La., 07.
 Matthews, J. Bessie, Richardson, La., 06.
 Matthews, Jessie, Coushatta, La., 08.
 Matthews, R. B., Castor, La., 07.
 Matthews, Willie, Burnside, La., 06.
 Matthews, Dr. W. W., Chenal, La., 06.
 May, A. H., Eros, La., 05, 06.
 May, Jennie, Minden, La., 07.
 Mayberry, J., New Orleans, La., 05, 07, 08.
 Mayer, Edith, Opelousas, La., 01, 04, 05, 06.
 Mayes, Josie S., Dodson, La., 06, 07.
 Mayeux, G. O., Plaquemine, La., 05, 06.
 McAdams, E. L., Monroe, La., 07.
 McAllister, Helen, Jackson, La., 08.
 McAnn, Eliz, Haughton, La., 06, 08.
 McAnn, Maud L., Haughton, La., 05, 06, 07, 08.
 McAuliffe, Mary A., McDonoghville, La., 05, 08.
 McBee, Maggie, St. Maurice, La., 07, 08.
 McBee, S. H., Bowie, La., 07.
 McBride, C. F., Weston, La., 06, 07.
 McBride, Cora R., New Orleans, La., 03, 04, 05, 06, 08.
 McCaffrey, Anna M., New Orleans, La., 04, 06, 07, 08.
 McCain, Emily, Plattenville, La., 07, 08.
 McCain, W. Y., Montgomery, La., 05, 06, 07, 08.
 McCall, Kitty, Estopinal, La., 05, 06.
 McCall, Laura, Lake Arthur, La., 08.
 McCall, Mabel, St. Rose, La., 06.
 McCall, Mabel, Grand Cheniere, La., 03, 06.
 McCann, Mrs. Katherine, New Orleans, La., 08.
 McCarthy, Margaret, New Orleans, La., 03, 04, 06, 07, 08.
 McCartney, T. F., Jennings P. O., La., 07, 08.
 McCasland, Angie, Homer, La., 08.

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- McCasland, Gay, Homer, La., 07, 08.
 McCasland, Nettie, Taylor, La., 07.
 McCay, Georgie I., New Orleans, La., 04, 05, 06, 07, 08.
 McClendon, Della, Homer, La., 03 06, 07.
 McClintock, Adah, Hanson City, Jefferson Parish, La.
 McClintock, Elizabeth, Bossier City, La., 03, 04, 05, 06, 07.
 McCloskey, Alice U., New Orleans, La., 03, 05, 06, 08.
 McCloskey, Loretta, New Orleans, La., 03, 04, 05, 06, 08.
 McCloskey, M. I., New Orleans, La., 04, 05, 06, 07, 08.
 McClure, A., Alberta, La., 07.
 McCluskey, M. E. V., New Orleans, La., 03, 04, 05, 06, 07, 08.
 McAllister, Bertha, Alla, La., 08.
 McAllister, James H., Harrisonburg, La., 03, 06, 07, 08.
 McCollister, L. D., Olla, La., 03, 06, 07.
 McCollough, Margaret, Coushatta P. O., La., 08.
 McConaughy, Eunice, Hessmer, La., 08.
 McConnell, Blanche, New Orleans, La., 01, 02, 03, 04, 05, 06, 08.
 McCord, Alice, New Orleans, La., 08.
 McCoy, Jessie, Friendship, La., 07.
 McCoy, Katie, Alto, La., 05, 07.
 McCoyle, S., Sereph, La., 08.
 McCullough, H. R., Hammond P. O., 02, 03, 05, 06, 08.
 McDaniel, Winnie, Spring Creek P. O., La., 08.
 McDonald, Jewel, Kilbourne P. O., La., 08.
 McDonald, Mrs. Mary E., New Orleans, La., 03, 04, 05, 06, 08.
 McDowell, Daisy, Ruston, La., 03, 05, 07.
 McDowell, Frances, Crowley, La., 08.
 McDowell, Gertie, Hohensomes, La., 06, 08.
 McDuff, John L., Chase, La., 08.
 McEvoy, Ada New Orleans, La., 08.
 McEvoy, Alice, New Orleans, La., 08.
 McEvoy, Susie, New Orleans, La., 04, 05, 06, 08.
 McFall, Elsie, Plaquemine, La., 06.
 McFarland, Alonzo, Morganza, La., 08.
 McFarland, Lizzie, Choudrant, La., 07.
 McFarland, W. A., Jacoby, La., 06, 07.
 McGeehan, Grace, New Orleans, La., 08.
 McGeehe, M. C., Wakefield P. O., La., 06, 08.
 McGoldrick, Tiney, Shreveport, La., 07, 08.
 McGregor, Annie L., Rayville, La., 05, 06, 07.
 McGregor, T. H., Rayville P. O., La., 02, 05, 06, 07, 08.
 McGruder, Mrs. H. F., Baton Rouge, La., 08.
 McGuigin, Gladys, New Orleans, La., 08.
 McGuigin, Zara, New Orleans, La., 08.
 McHugh, Ida, Zachary, La., 06.
 McHugh, Lizzie, Franklin, La., 08.
 McIlwain, G. L., Montgomery, La., 06, 08.
 McKee, Jordan R., Sulphur, La., 04, 05, 07, 08.
 McKenzie, Pearl, Point Coupee, La., 07, 08.
 McKinney, Tillie, New Orleans, La., 08.
 McKneely, Adele, Olive Branch, La., 06.
 McKneely, Jeannette, St. James, La., 08.
 McKnight, Cornelia, Clinton P. O., La., 08.
 McKnight, Eloyse, Clinton P. O., La., 08.
 McLaurin, Mrs. Kalorlah, Crowley, La., 08.
 McLaurin, S. M., Franklin, La., 06.
 McLean, Verna, Pilette, La., 07.
 McLellan, Ella, Morgan, La., 08.
 McLure, Fanny, Alberta, La., 08.
 McMain, Eleanor, New Orleans, La., 06, 07.
 McMichael, Lucia, Grand Cane, La., 07.
 McMichael, Margaret, Franklin, La., 06, 07, 08.
 McMichael, Ora Belle, Amite, La., 04, 05, 08.
 McMillen, M. A., New Orleans, La., 03, 04, 05, 06, 08.
 McNamara, Maggie, 08.
 McNaspy, C. J., Lafayette P. O., 04, 05, 07, 08.
 McNeese, John, Lake Charles, La., 01, 04, 05, 06, 07, 08.
 McNeese, Stella, Donaldsonville, La., 05, 06.
 McNeil, Anna, New Orleans, La., 02, 03, 06, 07, 08.
 McPeake, Ella, New Orleans, La., 08.
 McReynolds, Ralph, Sterlington P. O., La., 08.
 McVoy, Mrs. L. C., Nachitoches, La., 00, 02, 05, 06, 07, 08.
 Meadows, Addie, Haynesville, La., 06.
 Meadows, Atlanta, Jennings, La., 08.
 Meadows, Tyrell, Jennings, La., 08.
 Means Ida, Shreveport, La., 04, 07.
 Medlock, Bertha, Alexandria, La., 07, 08.
 Megget, Catherine, New Orleans, La., 06.
 Melancon, Luce, New Orleans, La., 06, 07, 08.
 Melancon, Milla, Brooks, La., 05, 06.
 Melanson, Ruth, Grand Isle, La., 08.
 Melanson, Yulende, Lafayette, La., 08.
 Melder, Eugenia, Antonia, La., 05, 08.
 Melvill, E. L., Monroe, La., 07.
 Mengelle, Victor J., New Orleans, La., 08.
 Mennet, Robert L., New Orleans, La., 03, 06, 08.
 Mercier, George, McCrea, La., 06.
 Meredith, I. I., Columbia, La., 06, 07.
 Meredith, Iottie, Columbia, La., 08.
 Mertz, Loretta, New Orleans, La., 03, 05, 06, 08.
 Messick, H. B., Martinville, La., 07, 08.
 Messick, L. E., Plaquemine, La., 04, 06, 08.
 Metayer, Anet, Bourg, La., 08.
 Metcalf, Flossie, St. Martins P. O., La., 08.
 Metreaud, Adrienne, New Orleans, La., 08.
 Mettaxa, Josephine M., New Orleans, La., 08.
 Metzger, Anita K., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Metzger, Estelle, New Orleans, La., 03, 04, 05, 06, 07, 08.
 Meyer, Carrie, New Orleans, La., 08.
 Meyer, E., Patterson, La., 05, 06.
 Michel, Arsene, New Orleans, La., 08.
 Micola, Jenne, Wallace P. O., La., 08.
 Middleton, Kate, McDonoughville, La., 06, 07, 08.
 Middleton, Lida, Stonewall, La., 07.
 Middleton, W. R., Leesville, La., 00, 04, 06, 07.
 Midyett, Jewel, Jacoby, La., 08.
 Midyett, Pearl, Campiti P. O., La., 08.
 Mielly, Mrs. Jennie C., Amite City, La., 06, 08.
 Miester, Irene, New Orleans, La., 03 04, 05, 06, 07, 08.
 Miles, Annie, Antonio, La., 08.
 Miller, Carry M., Baker, La., 08.
 Miller, E. K., Baton Rouge, La., 07.
 Miller, E. L., Lake Charles, La., 03, 04, 05, 07.
 Miller, Emma, New Orleans, La., 08.
 Miller, Leo, New Roads, La., 06, 07, 068.
 Miller, Lona, Shreveport, La., 05, 06.
 Miller, Mina G., Cheneyville, La., 08.
 Miller, S. A., Zachary, La., 05, 07, 08.
 Mills, Mrs. L. N., Rosenpine, La., 06.
 Mills, Rose, Perry, La., 06.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Miltimore, Catherine, New Orleans, La., 08.
Mims, M., Minden, La., 07, 08.
Mitchell, Monroe, La., 07.
Mitchell, A. Stella, New Orleans, La., 08.
Mitchell, Cora A., New Orleans, La., 08.
Mitchell, Ida, New Orleans, La., 03, 04, 05, 08.
Mitchell, Maud, New Orleans, La., 08.
Mitchell, Viola, Cypress, La., 07, 08.
Matchell, W. S., Hornbeck, La., 06.
Mixon, A., Jonesboro, La., 07.
Mixon, Jessie J., Winnfield, La., 05, 06, 07, 08.
Mixon, N., Baton Rouge, La., 07.
Mixon, T. E., Ruby, La., 06, 07.
Mizell, Emma, Bogaloussa, La., 08.
Mizzi, Pauline, Breaux Bridge, La., 04, 06.
Moake, Annie E., New Orleans, La., 08.
Moake, Mary, New Orleans, La., 08.
Mobley, J. W., St. Joseph, La., 07.
Mabry, M., Gansville, La., 07.
Modiste, J. O., Campti, La., 03, 06, 07.
Monceret, Marceline, Anchor, La., 06.
Moncure, John C., Shreveport, La., 04, 06, 07, 08.
Mongrue, Elia, Donner, La., 08.
Monroe, Ada, Glenmore, La., 08.
Monroe, J. C., Pollock, La., 05, 06.
Monson, May, New Orleans, La., 08.
Montecino, L., Donaldville, La., 08.
Montgomery, Hattie, New Orleans, La., 08.
Montgomery, Julia, Jeanerette, La., 06, 08.
Montgomery, Mamie, Crowley, La., 06, 07.
Montgomery, Mary, Marksville, La., 08.
Mooney, B. B., Shreveport, La., 07.
Mooney, Julia E., New Orleans, La., 04, 05, 06, 08.
Mooney, Virginia, Franklin, La., 08.
Moore, Carrie Lee, McDade, La., 07.
Moore, Grace, Winnboro, La., 07.
Moore, Ida, Winnboro, La., 07.
Moore, Kate, Crowley, La., 08.
Moore, Leontine V., New Orleans, La., 03, 05, 08.
Moore, Loretta, New Orleans, La., 08.
Moore, Mabel, Starhill, La., 08.
Moore, M. E., New Orleans, La., 03, 05, 06, 08.
Moore, Nell, Crowley, La., 08.
Moore, Rosa T., New Orleans, La., 04, 05, 06, 07, 08.
Mora, Addie, Baldwin, La., 06.
Moreau, A. J., Jr., Vacherie, La., 06.
Moreau, H. E., Ariel, La., 06, 07, 08.
Morel, Lurline, New Orleans, La., 08.
Moreno, Arthur A., New Orleans, La., 08.
Morgan, H. A., Clinton, La., 06.
Morgan, Quintetta P. O., La., 08.
Morgan, Raymond, India Bayou, La., 06, 07.
Morris, Agnes, Natchitoches, La., 08.
Morris, T. N., Wyatt, La., 05, 07.
Morrison, Daisy, Baton Rouge, La., 08.
Morrison, Eliza, Baton Rouge, La., 06, 07, 08.
Morrow, Arthur, Marksville, La., 06.
Mosely, C. H., Winnboro, La., 06, 07.
Mosely, Elizabeth, Cheneyville, La., 05, 08.
Moses, D. L., Selma, La., 06.
Moss, Anna, Leesville, La., 03, 04, 05, 06, 07.
Moss, Cas, Winnfield, La., 03, 04, 05, 06, 07.
Moss, J. J., Winnfield, La., 07.
Moss, D. N. P., Lafayette, La., 07.
Moss, Percie, New Orleans, La., 08.
Mothershead, W. F., Springhill, La., 06, 07.
Mowbray, Myrtle, Ruston, La., 07.
Moynagh, Margaret, Harvey, La., 08.
Muldre, Margaret M., New Orleans, La., 08.
Muller, Ida, Galvez, La., 06.
Muller, Ivy, Hornbeck P. O., La., 08.
Mulligan, M. A., New Orleans, La., 03, 04, 05, 06, 07, 08.
Mulliken, H. F., New Orleans, La., 07.
Mulvey, Elizabeth, New Orleans, La., 08.
Mulvey, Julia, New Orleans, La., 08.
Mulvey, Maria, New Orleans, La., 08.
Munson, Ada, Houma, La., 08.
Murphy, Alice, De Ridder, La., 02, 03, 05, 07.
Murphy, Ellen L., New Orleans, La., 08.
Murphy, Kate, New Orleans, La., 08.
Murphy, M., Monroe, 08.
Murphy, Mary, New Orleans, La., 08.
Murphy, Ruby, New Orleans, La., 08.
Murphy, Susan, New Orleans, La., 02, 03, 04, 05, 06, 07, 08.
Murray, A. G., Lowry, La., 06, 08.
Muse, Mary L., Rosedale, La., 06, 07.
Myer, Beatrice, Shreveport, La., 07.
Myers, Chosen H., Houston, Texas, 08.
Myhan, B., New Orleans, La., 05, 06, 08.
Nask, Eloise, Patterson, La., 06.
Nash, Leah M., Forest Hill, La., 07.
Nash, Lud, Rosepine, La., 06.
Navarre, Beulah, New Orleans, La., 08.
Navarre, Heloise E., New Orleans, La., 03, 04, 05, 06, 07, 08.
Neat, Willie, Burnside, La., 06.
Neely, Ollie, Iowa, La., 07.
Negrotto, Belle, New Orleans, La., 04, 05, 06, 08.
Nelken, Jetty, Alexandria, La., 07, 08.
Nelkin, J., Alexandria, La., 07.
Nelken, Lillian, Natchitoches, La., 08.
Nelson, Jennie, Baton Rouge, La., 06.
Nesbet, Raberta, Port Allen P. O., La., 05, 06, 07, 08.
Neson, Annie, Bluff Creek, La., 06.
Neson, Mabel, Clinton, La., 07, 08.
Nettles, D. E., Greensburg, La., 06.
Nettles, Mrs. Thos., Coushatta, La., 07, 08.
Neuhauser, Lydia, Slidell, La., 06.
Neumann, Eda, New Orleans, La., 08.
Neveux, Claire, Hammond, La., 08.
Neville, E. E., Monroe, La., 03, 05, 06.
Nevin, Mary, New Orleans, La., 03, 04, 06.
Newell, Roberta, Natchitoches, La., 02, 03, 06.
Newtol, George W., Bernice, La., 08.
Newton, May, Shreveport, La., 07.
Newton, Wave, Lewis, La., 07.
Neyland, F. Alice, Washington, La., 07.
Neyland, Vera, Washington, La., 07.
Nicaud, Frankie, St. Amant, La., 07.
Nichols, Edith, Sulphur, La., 08.
Nichols, Florence, Mansfield, La., 07.
Nichols, Henry T., Whitford, La., 05, 06, 08.
Nichols, Magdie, Mansfield, La., 07.
Nicholson, J. W., Baton Rouge, La., 07.
Nickerson, Sallie, Minden, La., 07.
Nicolina, Marcelini, New Orleans, La., 08.
Nicolini, Zulica, New Orleans, La., 08.
Nies, J., New Orleans, La., 08.
Nobles, May C., New Orleans, La., 03, 05, 06, 07, 08.
Noel, Virginia, Shreveport, La., 04, 06.
Nolan, Bridget, New Orleans, La., 03, 04, 06, 08.
Noland, Mary, Norwood, La., 08.
Nolin, Bettie, Winnfield P. O., La., 07, 08.
Norckaner, Mary, Pride, La., 06, 08.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Nordyke, H. S., Glencoe, La., 06.
Norman, Tura, Winnfield, La., 06, 07.
Norman, Wm. T., Montgomery, La., 06, 07, 08.
Normand, Angelic, Hesser, La., 06.
Norley, Stella, Westwego, La., 06.
Norra, Marie, New Orleans, La., 08.
North, Jennie, Franklinton, La., 08.
Norton, Mary, New Orleans, La., 03, 05, 06, 08.
Norwood, Lucille, Wilcox, La., 06.
Nowlin, Grace, Breaux Bridge P. O., La., 08.
Nunez, Josephine, Arabi, La., 08.
Nunn, Lucy, Lake Providence, La., 07.
Oakes, M., Garland, La., 08.
O'Bannon, Lizzie, Marksville, La., 06, 07.
Oberkamp, Pearl, Magnolia, La., 06.
O'Bryan, Clara, Rochelles, La., 07.
O'Bryan, Katie, Abbeville, La., 06.
O'Brien, Alice, New Orleans, La., 08.
O'Brien, Ellen, New Orleans, La., 04, 06, 08.
O'Brien, Sarah E., New Orleans, La., 06, 08.
O'Connor, Alice, New Orleans, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
O'Connor, Clara, New Orleans, La., 03, 04, 05, 08.
O'Connor, Grace, New Orleans, La., 08.
O'Connor, Isabel, New Orleans, La., 08.
Odgen, Grace, Baton Rouge, La., 06, 08.
Odum, George A., Bordelonville P. O., La., 05, 06, 07, 08.
Oehmichen, Stella, New Orleans, La., 04, 06, 07, 08.
O'Farrell, Chas. J., Napoleonville, La., 07, 08.
Ogden, Ida B., Baton Rouge, La., 06.
Ogden, Josie, Torris, La., 07, 08.
Ogilori, Lily, Hammond, La., 08.
O'Hara, Edith, New Orleans, La., 03, 04, 05, 06, 07, 08.
O'Hara, Elizabeth, New Orleans, La., 08.
O'Keefe, Margaret, New Orleans, La., 06, 08.
O'Keefe, M. C., New Orleans, La., 03, 04, 05, 06, 07, 08.
O'Keefe, S. L., New Orleans, La., 08.
O'Leary, Joanna, New Orleans, La., 02, 04, 05, 06, 08.
Olinde, Morris, Chenal, La., 07.
Oliver, Alice, Verda, La., 08.
Olivier, Hazel, Morgan City, La., 08.
Olivier, J. E., Alexandria, La., 07.
O'Malley, Erin, Dodson, La., 07.
Oncale, Taylor, Laurel, La., 06.
O'Neal, John, Mill, La., 07.
O'Neal, L. O., Pine Ridge, La., 07.
O'Neil, Meda, Hudson, La., 07.
Oney, Marion, Ruston, La., 06, 07.
O'Neill, Laura I., Franklin P. O., La., 08.
O'Quin, Chizonia, Morrow, La., 04, 05, 06, 07.
Ortego, E. E., Ville Platte, La., 04, 06.
Oswalt, E., Monroe, La., 07.
Otis, Blanche, Hammond, La., 08.
Outland, Browning, New Orleans, La., 06, 08.
Owen, Edith, New Orleans, La., 08.
Owens, Gertie, Shreveport, La., 04, 06, 07, 08.
Oxford, J. W., Sunny Hill, La., 05, 06, 07, 08.
Paddon, L. A., New Orleans, La., 05, 06, 08.
Palfray, Jessie, Baton Rouge, La., 06.
Palmer, Ethel C., Coushatta, La., 02, 05, 07.
Parchman, Flora, Venton, La., 07, 08.
Pardue, Susan, New Iberia, La., 08.
Parker, Mary, Charleston, Miss., 08.
Pate, J. M., Hornbeck, La., 06.
Pate, W. T., Jackson, Miss., 06, 07, 08.
Patin, Marie, New Roads, La., 07, 08.
Patterson, James S., Kilona, La., 06.
Patton, J. A., New Verda, La., 06, 07, 08.
Patton, Mrs. J. A., New Verda, La., 07, 08.
Paul, Margaret J., New Orleans, La., 03, 04, 05, 06, 07, 08.
Paxton, Katie, Fardoche, La., 06, 07.
Payne, Eleanor, New Orleans, 07, 08.
Payne, E. O., Natchitoches, La., 05, 06.
Payne, George A., Winnfield, La., 03, 05, 07, 08.
Payne, T. D., Georgetown, La., 06.
Pears, Edna, Slaughter, La., 07.
Pears, Ennie, Maurice, La., 07.
Pearce, John W., New Orleans, La., 08.
Pearson, Eldere, Natchitoches, La., 08.
Pearson, Mamie, New Orleans, La., 08.
Pebeck, Katie, Getna, La., 06, 08.
Pebeck, Katie, Gretna, La., 06, 08.
Pecquet, Eleonore, Edgard, La., 08.
Pедdy, Ashby, Dodson, La., 08.
Penny, Marion, Patterson P. O., La., 08.
Perdue, Susie, Haynesville, La., 07.
Peres, Marie, New Orleans, La., 03, 05, 06, 08.
Perez, Edwige, Jesuits' Bend, La., 07, 08.
Perez, M. Leach, Jesuits' Bend P. O., La., 08.
Perkins, B. F., Milford, La., 05, 06.
Perkins, Ethel W., New Orleans, La., 08.
Perkins, Ida, Hermit, La., 06.
Perkins, Kate E., Franklin, La., 05, 06, 07, 08.
Perkins, May Belle, Baton Rouge, La., 07.
Perkins, R. W., Leland University, New Orleans, La., 08.
Perkins, T., Oscar, La., 07.
Perrault, L. L., Dutchtown, La., 08.
Perrin, Mary, Napoleonville, La., 07.
Perrin, R. Mc., New Orleans, La., 08.
Perrin, T. W., Harrisonburg, La., 07.
Perry, C. L., Ida, La., 04, 07.
Perry, M. R., New Orleans, La., 08.
Perry, Ruby V., New Orleans, La., 08.
Peters, A. B., Franklin, La., 04, 07, 08.
Peters, Ella, Winnfield, La., 06, 07.
Peters, T. A., Dodson, La., 05, 06, 07.
Peters, J. F., Bogalusa, La., 08.
Peters, J. F., Mrs., Bogalusa, La., 08.
Peters, Louis W., Clinton, La., 08.
Peters, T. V., Sun, La., 06, 08.
Peters, W. A., Spring Creek, La., 06, 08.
Petit, Clelia, Plaquemine, La., 06.
Petit, Edna, Smoke Bend, La., 06.
Petrovich, Annie C., Point-a-la-Hatche P. O., La., 08.
Pettigrove, Ruth, New Orleans, La., 08.
Petty, Alice, Rosedale, La., 08.
Petty, Crit, Noble, La., 06, 07, 08.
Petty, J. T., Laprue, La., 06, 07.
Peuch, Marie, New Orleans, La., 08.
Peyregue, Jeanne, Allemands, La., 06, 08.
Peyronnin, Grace, New Orleans, La., 06, 08.
Peyton, Oriana, New Roads, La., 06.
Peyton, Una, New Roads, La., 06.
Phares, L. M., Rogillioville, La., 08.
Phares, Lola, Solitude P. O., La., 08.
Phelps, Blanche, Lake Providence, La., 07, 08.
Phelps, Roberta, Bethany, La., 06, 07.
Phillips, A. E., Welch, La., 07.
Phillips, E. F., Shreveport, La., 06.
Phillips, Etoile, Stonewall, La., 04, 07, 08.
Phillips, F. G., Excelsior, La., 08.
Phillips, Iova, Lucie, La., 08.
Phillips, Lelia, Lafayette, La., 04, 05, 07.
Phillips, May, Natchitoches, La., 07.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Pickels, G. O., Natchitoches, La., 06, 07.
Pickles, Mary, Alexandria, La., 07.
Pickering, Ruby, Lillie, La., 07.
Pickett, Eva B., Lake Charles, La., 06.
Pickett, Isabel M., New Orleans, La., 04, 05, 06, 07, 08.
Pierce, C. D., Baywood, La., 07, 08.
Pierce, J., Aloha, La., 07.
Pierson, A., New Orleans, La., 08.
Pierson, M. E., New Orleans, La., 08.
Pilcher, Annie, Recknor, La., 07.
Pilette, Oriana, St. Francisville, La., 06.
Pinckard, Anna E., Pollock, La., 08.
Pipes, Baton Rouge, La., 07.
Pipes, Ella, Tangipahoa, La., 05, 06, 07, 08.
Pipes, Loula, Amite, La., 06, 08.
Pirrie, Elizabeth, Lafayette, La., 08.
Pitre, Mrs. M. L., Lake Charles, La., 08.
Pitt, Estelle, Ruston, La., 07.
Pittman, Marvin S., Tallulah, La., 06, 08.
Plaisance, Robert H., New Orleans, La., 05, 08.
Place, Ethel, New Orleans, La., 08.
Platt, Lelia, Haughton, La., 06.
Platt, Sadie, Haughton, La., 07.
Planche, Marie, Plauchville, La., 06.
Points, Delphine, New Orleans, La., 08.
Points, Eugenie, New Orleans, La., 08.
Points, Regina M., New Orleans, La., 08.
Poirot, Irene, New Orleans, La., 08.
Pollatsek, Nina, New Orleans, La., 08.
Pollock, W. M., Port Vincent P. O., La., 08.
Pons, Olivia, New Orleans, La., 06, 07, 08.
Penstein, Eva, New Orleans, La., 08.
Pool, Eugenia, New Orleans, La., 08.
Pope, A. D., Springhill, La., 07.
Pope, Anna, Richardson, La., 08.
Pope, John, Vivian, La., 07.
Pope, Lola, Warnerton, La., 08.
Porter, A. T. B., Bailes P. O., La., 07, 08.
Porter, Betty, De Ridder, La., 05, 07, 08.
Porter, Minnie, Natchitoches, La., 05, 06, 07, 08.
Porter, Rosa S., Morris, La., 06, 08.
Porter, Willie, Jones, La., 07, 08.
Porterfield, Mrs. Ruby, Keachie, La., 07.
Porterie, G. L., Mansura, La., 06, 07, 08.
Porters, F. M., Allemande, La., 06, 07, 08.
Potter, Gillie, Black Creek, La., 06, 07.
Pounders, R. L., Gaar's Hill, La., 07.
Pounds, Inez, Pool's Bluff, La., 07.
Pourcian, Althea, Grappes Bluff, La., 04, 06, 07.
Pourcian, George, New Roads, La., 07.
Powell, D. H., Turkey Creek P. O., La., 08.
Powell, Julia E., New Orleans, La., 08.
Power, Susie, Minden, La., 07.
Powers, Zula, Greensburg, La., 05, 06.
Prados, Mrs. E., New Orleans, La., 04, 05, 06, 07, 08.
Prescott, W. B., Opelousas, La., 04, 05, 06.
Pressburg, Tennie, Lena, La., 06.
Prestor, T. J., Clifford, La., 07.
Preston, Ellie M., New Orleans, La., 07, 08.
Prestridge, Lizzie, Ada, La., 07.
Preusch, Kate, St. Tammany, La., 05, 08.
Price, C., Opelousas, La., 08.
Price, A., Lockport, La., 07.
Price, J., Lockport, La., 07.
Price, Ella, Calvin, La., 08.
Price, Elizabeth, Rayville, La., 06.
Pringle, Lula, Milburn, La., 06.
Prophit, Ella, Monroe, La., 08.
Provost, Longstreet, La., 07.
Provosty, M. Adele, Pointe-Coupee, La., 08.
Pruitt, Minnie, Many, La., 06, 07.
Pryor, Blanche, Winnboro, La., 06, 07.
Pugh, Agnes, A., Albermarle, La., 06.
Pugh, Mamie, Grand Cave, La., 07.
Pullen, Evelyn, Dalley, La., 07.
Pujos, Annie, L., Terrebonne, La., 08.
Pullen, Beatrice, Iadd, La., 08.
Purcell, J. S., Greenwood, La., 07.
Purcell, N. M., Mira, La., 06, 07.
Purdy, Myrtle, Lafayette, La., 08.
Pursglove, Agnes, Station, B, Rural No. 2, Jefferson Parish, La., 05, 06, 08.
Pursglove, Elizabeth, Station B, Rural No. 2, Jefferson Parish, La., 05, 06, 08.
Pursglove, Mary E., Station B, Rural No. 2, Jefferson Parish, La., 05, 06, 08.
Purvis, Carrie, Alto, La., 08.
Putney, L. H., Atlanta, Ga., 06, 07.
Quaid, Kate, New Orleans, La., 08.
Quaid, Mary, New Orleans, La., 08.
Quealy, Mollie A., New Orleans, La., 08.
Quehoff, Lillie, Osyka, La., 06.
Quick, E., New Orleans, La., 06, 08.
Quilter, M., New Orleans, La., 03, 05, 06.
Quinan, Katie, Houma, La.
Kuinius, Nell, New Orleans, La., 08.
Kuitman, M. S., Ouachita, La., 07.
Rabalais, Mrs. P. P., Cotton Port, La., 05, 06, 07.
Raby, Ida, Plaquemine, La., 07.
Rains, Delia, Verda, La., 07.
Ramsey, E. E., Dalley, La., 07, 08.
Ramsey, Rosa, Many, La., 07.
Randall, H. M., New Orleans, La., 04, 05, 08.
Randolph, Fannie, New Orleans, La., 06, 07, 08.
Raphiel, Esther, Campti, La., 06, 07, 08.
Rappanier, Augusta, New Orleans, La., 08.
Ratliff, F. C., Zona, La., 08.
Ray, Jefferson G., Lillie, La., 07, 08.
Ray, Miss Jefferson G., Lillie, La., 07, 08.
Ray, Jettie, Cadeville, La., 07.
Read, Elaine, Baton Rouge, La., 07.
Read, Emma O., New Orleans, La., 05, 08.
Readhum, Lula, Saline, La., 08.
Readhuner, T. C., Saline P. O., La., 07, 08.
Readhimer, Wm. H., Saline, La., 06, 07, 08.
Reames, Agnes, Klotzville, La., 07.
Reames, E. G., New Orleans, La., 04, 07, 08.
Reames, Fannie, Kentwood, La., 08.
Reames, Lucile, Kentwood, La., 08.
Reames, Mary, Baton Rouge, La., 06, 07, 08.
Reames, M. F., New Orleans, La., 04, 07, 08.
Reams, Ora M., Lake Charles, La., 08.
Reed, C. E., Haughton, La., 07, 08.
Reed, E. W., Haughton, La., 08.
Reed, F., Alexandria, La., 07.
Reed, P. J., Doyline, La., 05, 06.
Reed, Mrs. P. J., Doyline, La., 06.
Reed, R., Washington, La., 08.
Reed, Mrs. J., New Orleans, La., 00, 01, 03, 04, 05, 08.
Reeder, Nellie R., New Orleans, La., 06, 08.
Rees, Ella M., New Orleans, La., 08.
Rees, Emma, New Orleans, La., 08.
Reese, Carrie O., New Orleans, La., 08.
Reese, L., New Orleans, La., 08.
Reeve, Wm. B., Shreveport, La., 04, 07.
Reeves, A. J., Beech, La., 07.
Reeves, Helen, Rosepine, La., 05, 06, 07.
Reeys, J. T., Armistead, La., 06.
Reeves, Zylphia, Spring Creek P. O., La., 08.

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- Regan, Jno. W., De Ridder, La., 06.
 Register, Don, St. Martinville, La., 06.
 Reid, Miss C. L., Amite, La., 08.
 Reid, George W., Monroe, La., 02, 03, 04, 05, 06, 07.
 Reid, Janet, New Orleans, La., 03, 04, 05, 06, 07, 08.
 Reid, Lillie, Ashland, La., 07.
 Reiley, Elizabeth, Clinton, La., 06, 08.
 Reiley, Lillian, Clinton, La., 08.
 Reine, C., Vachie, La., 08.
 Reiss, Amelia, New Orleans, La., 08.
 Reneau, Emma M., New Orleans, La., 06, 08.
 Renick, H. L., Abbeville, La., 08.
 Renshaw, Mary H., New Orleans, La., 04, 05, 06, 07, 08.
 Retters, F. D., Ruston, La., 07.
 Rencher, William O., Lake Charles, La., 08.
 Reynolds, Mary O., New Orleans, La., 03, 04, 05, 06, 08.
 Rhodes, Ethel M., New Orleans, La., 03, 04, 05, 08.
 Rhodes, Maud, Melville, La., 08.
 Rice, Jennie, Haynesville, La., 07.
 Richard, Eleanor, Opelousas, La., 06.
 Richard, J. M., Scott, La., 07.
 Richards, Louise, New Orleans, La., 08.
 Richards, Mercedes, Shreveport, La., 08.
 Richardson, Albert, Poland P. O., La., 08.
 Richardson, Cornelia, Arcadia, La., 05, 07.
 Richardson, Daisy, Monroe, La., 05, 07.
 Richardson, Elizabeth, Delta, La., 05, 06, 08.
 Richardson, E. S., Bienville, La., 05, 06, 07.
 Richardson, Jane P., New Orleans, La., 08.
 Richardson, Josephine, New Orleans, La., 08.
 Richardson, Mrs. J. S., Shreveport P. O., La., 08.
 Richardson, Louise R., New Orleans, La., 08.
 Richardson, Mamie, Arcadia, La., 06, 07.
 Richardson, M. L., Shreveport, La., 06, 07.
 Rickey, M. J., Convent P. O., La., 08.
 Ricks, Anna, Spider, La., 07.
 Riddle, C. A., Campiti, La., 06.
 Riego, Annie, New Orleans, La., 03, 04, 05, 06, 08.
 Riess, Amelia, New Orleans, La., 04, 05, 06.
 Riester, Mary F. A., Lafayette, La., 06, 08.
 Riggs, Alma, New Orleans, La., 06, 08.
 Riggs, Eleanor, New Orleans, La., 06, 08.
 Riggs, Katherine, New Orleans, La., 06, 08.
 Riggs, Winnie, Jeanerette, La., 07, 08.
 Riley, M., New Orleans, La., 04, 05, 06, 08.
 Rimes, Belle, Zona P. O., La., 08.
 Ringgold, Addie, Shreveport, La., 06, 07.
 Ringgold, Belle, Hosston, La., 06, 07.
 Riser, Della, Winnfield, La., 07.
 Ritchie, E. F., New Orleans, La., 06, 08.
 Rivero, Panchita, New Orleans, La., 04, 05, 08.
 Roachelford, . . . , Natchitoches, La., 07.
 Roane, Effie, Berwick, La., 08.
 Roaten, W. C., Many, La., 02, 03, 05, 06, 07.
 Roberts, B. F., Yellow Pine, La., 05, 06.
 Roberts, E. S., New Orleans, La., 08.
 Roberts, Fannie, Baker, La., 06.
 Roberts, Frank, Jena, La., 06, 07.
 Roberts, Jean, Colfax, La., 08.
 Roberts, Mabel, Ethel, La., 06, 08.
 Roberts, Mabel, Beech, La., 08.
 Roberts, Nathan D., Redemption, La., 08.
 Robertson, Virginia, Baton Rouge, La., 04, 07.
 Robison, Dora, Coldwater, La., 06, 07.
 Robison, J. B., Jena, La., 08.
 Robison, Loula, Clarks, La., 06, 07.
 Robison, Minnie, Redland, La., 07.
 Robinson, Agnes, Bayou Goula, La., 05, 08.
 Robinson, Mrs. J., New Orleans, La., 03, 04, 05, 06, 08.
 Robinson, Wm. C., Winnfield, La., 08.
 Robinson, Mrs. W. C., Winnfield P. O., La., 08.
 Rodgers, B., Arizona, La., 07.
 Rodgers, Claudia, Grayson, La., 07.
 Rodriguez, E., Darrow, La., 08.
 Roger, Henrietta E., New Orleans, La., 07, 08.
 Rogers, Blanche, Greenwood, La., 04, 07.
 Rogers, Julia E., New Orleans, La., 08.
 Rogers, Mrs. L. M., Zachary, La., 04, 07.
 Rogers, Myrtle, Wyatt, La., 07.
 Rogers, P. C., Jr., Sunset, La., 06, 07, 08.
 Rogers, Valma, Grand Cane, La., 07.
 Rogillio, Ione, Surley, La., 06.
 Rohlock, Fannie, Donaldsonville, La., 08.
 Roller, L., Berwick, La., 08.
 Rollins, Sally, Calvez, La., 08.
 Rome, Althea, Port Allen, La., 05, 06.
 Rose, Lydia, Grayson, La., 07.
 Rosenbrock, Sophie M., Empire, La., 06, 07, 08.
 Rosenbrock, Anna J., Empire, La., 07, 08.
 Ross, P. A., Thibodaux, La., 08.
 Rostrup, Georgiana M., New Orleans, La., 08.
 Rothgeb, Ella, Marksville, La., 08.
 Roussel, Adelle, La., 08.
 Row, Leonard, Glenmora, La., 05, 07.
 Rowlett, George C., Mt. Herman P. O., La., 08.
 Roy, V. L., Marksville, La., 01, 02, 03, 04, 05, 06, 07, 08.
 Rubin, M. F., Evergreen, La., 06.
 Rudolph, Sadie, Columbia, La., 08.
 Rudolph, Dr. Theobald R., New Orleans, La., 08.
 Ruel, Alice, New Orleans, La., 08.
 Rugan, H. F., New Orleans, La., 08.
 Rugg, L. S., Stonewall, La., 06, 07.
 Rusca, J. L., Donaldsonville, La., 00, 01, 02, 04, 05, 06, 08.
 Rusca, F. S., Jacoby P. O., La., 07, 08.
 Russell, A. B., Jena, La., 08.
 Russell, A. L., Tullos, La., 07.
 Russell, Bessie V., Natchitoches, La., 06.
 Russell, D. W., Monroe, La., 07.
 Russell, James, Avid, La., 07.
 Rust, F. P., Parcevil, La., 01, 02, 03, 04, 05, 06, 08.
 Ryan, Elizabeth, New Orleans, La., 04, 06, 08.
 Rykoski, Margaret, New Orleans, La., 02, 03, 04, 08.
 Sabatier, Adele, Thibodaux, La., 08.
 Sabatier, Amelie, Thibodaux, La., 08.
 Sabrier, Marie, New Orleans, La., 08.
 Saizan, Odalie, Oscar, 06.
 Salles, Mary A., New Orleans, La., 03, 04, 06.
 Salter, Hattie, Provencal, La., 08.
 Salvant, Alma M., New Orleans, La., 06, 07, 08.
 Salvant, Cecil, Zachary, La., 07, 08.
 Salvant, May, New Orleans, La., 03, 04, 05, 06, 07, 08.
 Salzer, Lettie, New Orleans, La., 08.
 Sample, Minnie, Blanche, La., 07.
 Sample, Ollie, La., 07, 08.
 Samuel, Nally, Washington, La., 04, 05, 06.
 Samuels, Emma, New Orleans, La., 08.
 Sanders, B. C., Echo, La., 06.
 Sanders, O. L., Converse, La., 06.
 Sandidge, S. S., Bastrop, La., 06, 07.
 Sandoz, Gertrude, Opelousas, La., 06, 08.
 Sandy, Lilia, Opelousas, La., 08.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Sanford, Elizabeth V., New Orleans, La., 06, 08.
Sarran, M. V., New Orleans, La., 08.
Sargan, Erwinville, La., 06.
Saucier, Eva, Plaquemine, La., 06.
Saucier, Lorca, Plaquemine P. O., La., 05, 06, 07, 08.
Saucier, Wietz, Marksville, La., 06.
Sauls, Mrs. D. L., Amite, La., 08.
Saunders, Carrie, Ruston, La., 08.
Saunders, Maxie, Ruston, La., 08.
Sblis, Inez, New Orleans, La., 08.
Scally, Emily, Thibodaux, La., 07, 08.
Scally, Lawrence E., Belle Rose, La., 06, 08.
Scally, Nellie, New Iberia, La., 07, 08.
Scannell, M. B., Convent P. O., La., 08.
Schallehn, Amelia G., New Orleans, La., 01, 02, 03, 04, 05, 06, 07, 08.
Schoendorf, Louise, New Orleans, La., 08.
Scholl, Myrtle, New Orleans, La., 08.
Schmidt, Sophie, New Orleans, La., 06, 07, 08.
Scholl, Daisy W., New Orleans, La., 03, 04, 05, 06.
Schriever, Susanna, New Orleans, La., 02, 03, 04, 05, 08.
Schrodt, Mrs. J., Thibodaux, La., 07.
Schroeder, M. Louise, Bastrop, La., 06, 07, 08.
Schrub, Caroline, McDonoghville, La., 05, 08.
Schuber, Edna, New Orleans, La., 07, 08.
Schulze, Dorothy, Walker, La., 08.
Schuster, Hattie, Shreveport, La., 03, 04, 06, 07.
Schwab, Georgiana L., New Orleans, La., 08.
Schofield, Margaret S., Shreveport, La., 00, 01, 03, 04, 05, 06, 07, 08.
Schofield, Martha, Shreveport, La., 07.
Scott, Annie, New Orleans, La., 03, 05, 06, 08.
Scott, Carrie, Shreveport, La., 04, 05, 06, 07, 08.
Scott, Mrs. Mary P., Lutcher, La., 08.
Scratchley, M. R., New Orleans, La., 08.
Scruggs, Imogen, New Orleans, La., 08.
Sebastian, Juanita, New Orleans, La., 08.
Sebastian, Odelle, Jackson, La., 02, 04, 05, 06, 07, 08.
Suman, Marie, New Orleans, La., 01, 02, 03, 04, 05, 06, 07, 08.
Seemann, Theresa, New Orleans, La., 01, 02, 03, 04, 05, 06, 07, 08.
Seever, Osie, Fisher, La., 06.
Sieber, Lili, New Orleans, La., 08.
Sieber, Marie F., New Orleans, La., 08.
Self, Mattie, Slidell, La., 07.
Sellers, E. A. D., Patterson, La., 08.
Sellers, T. B., Ama, La., 06.
Sennett, May, Lafayette, La., 05, 07.
Serrano, Angela, New Orleans, La., 02, 03, 08.
Sewall, Evaline, Alexandria, La., 05, 07.
Sexton, R. M., Kely P. O., La., 06, 07, 08.
Seymore, M., Ridge, La., 07.
Sharp, David, Fisher, La., 08.
Sharp, Mrs. David, Fisher, La., 08.
Sharp, Grace, Shreveport P. O., La., 08.
Sharp, Irene, Baton Rouge, La., 07, 08.
Shaver, Mary, Belcher, La., 06, 07.
Shaver, Sallie, Alden Bridge, La., 06.
Shaw, Ada, Montgomery, La., 08.
Shaw, Elizabeth, Cheneyville, La., 07.
Shaw, Nellie, Forest Hill, La., 06.
Shea, Martha, Natchitoches, La., 05, 06.
Sheean, Alice, New Orleans, La., 08.
Sheldon, Olive, Whitford, La., 08.
Shell, C. L., Award, La., 03, 05, 06, 07, 08.
Shelton, Edna, Whitford, La., 07, 08.
Shepherd, Elma, St. Martinville, La., 05, 06.
Shepherd, Teresa, St. James Parish, La., 08.
Sheppard, Mary, Jena, 08.
Sherrard, Erin, New Orleans, La., 08.
Shields, Cassie, New Orleans, La., 08.
Shoens, Clifford, Evergreen, La., 06.
Shofner, J. Walter, Whitford, La., 05, 06, 07, 08.
Shohars, E., Dodson, La., 07.
Shook, Loretta, New Orleans, La., 08.
Showalter, D. B., Donaldsonville, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
Shumate, Elizabeth, Lafayette, La., 06, 07.
Shumway, Winnifred, Lafayette, La., 08.
Simmons, J. H., Alden Bridge, La., 04, 06.
Simmons, W. M., Sikes, La., 07, 08.
Simmons, W. S., Hannehill, La., 08.
Simonds, Catherine A., New Orleans, La., 08.
Sinclair, Annie, New Orleans, La., 04, 06, 07, 08.
Sirjacques, Emma O., New Orleans, La., 04, 05, 08.
Sirman, D. R., Hornbeck, La., 06.
Siremore, W. A., Franklinton, La., 08.
Swerman, Lucy, Kingston, La., 07.
Skelly, Elizabeth, Breaux Bridge, La., 06.
Skiffington, Emma, New Orleans, La., 07, 08.
Skofeld, Mrs. C., Donaldsonville, La., 05, 06.
Slater, M., Robeline, La., 07.
Slaughter, Mary, Jacoby P. O., 08.
Sloane, Lizie, Grand Cane, La., 05, 07.
Smith, Alma, Monroe, La., 07.
Slocum, Nell, Comite, La., 06.
Smiley, Carrie, Abbeville, La., 06.
Smith, Alice, Marthaville, La., 04, 05, 06.
Smith, Ambrose M., Abbeville, La., 04, 05, 06, 07, 08.
Smith, A. V., Morgan City, La., 04, 05, 06.
Smith, Bertha, Baton Rouge, La., 06, 07, 08.
Smith, Brewster L., New Orleans, La., 08.
Smith, E., Laracca, La., 08.
Smith, Emmie, Weil, La., 05, 07.
Smith, Ethel P., Montgomery, La., 07.
Smith, Eulah, Sterlington, La., 08.
Smith, F. Anais, Barton, La., 05, 06.
Smith, Mrs. Frances G., Minden, La., 06, 07.
Smith, Gauden, Hopeville, La., 08.
Smith, George R., Lott, La., 06, 07, 08.
Smith, Hazel K., New Orleans, La., 08.
Smith, Hester McC., New Orleans, La., 08.
Smith, H. L., Arcadia, La., 07.
Smith, James A., Pollock, La., 05, 06, 07, 08.
Smith, J. B., Hickory Valley, La., 07.
Smith, Jennie, Alexandria, La., 00, 01, 02, 03, 04, 05, 06, 07.
Smith, J. Hugh, Dodson P. O., La., 08.
Smith, Lee, Reserve, La., 08.
Smith, Lee M., Millhaven, La., 08.
Smith, Lena, Bunkie, La., 08.
Smith, Lenora, Ariel, La., 08.
Smith, Lily, New Orleans, La., 03, 04, 05, 06, 07, 08.
Smith, Lizie, Verda, La., 08.
Smith, Lottie, Winsboro, La., 08.
Smith, Mildred, Crowley, La., 06.
Smith, M. L., New Orleans, La., 08.
Smith, Nona, Sun, La., 08.
Smith, Plumer, Franklinton, La., 08.
Smith, Rebecca, New Orleans, La., 08.
Smith, R. H., Arcadia, La., 04, 05, 08.
Smith, Rosamond E., Lake Charles, La., 08.

ALPHABETICAL LIST OF MEMBERS: ALEXANDRIA, FRANKLIN, BATON ROUGE, RUSTON, LAFAYETTE, ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Smith, Susan, New Orleans, La., 04, 05, 06, 07, 08.
 Smith, Susie M., Morganza, La., 06, 08.
 Smith, Thomas Marshall, Leesville, La., 07.
 Smith, Violetta, New Orleans, La., 04, 05, 06, 08.
 Smith, Virginia, Alexandria, La., 08.
 Smith, W. I., Olive Branch, La., 07, 08.
 Smith, William B., New Orleans, La., 06.
 Smith, W. P., Tioga, La., 07.
 Smithemann, J. E., Ruston, La., 05, 06.
 Smitherman, M., Roanoke, La., 07, 08.
 Smullin, H. F., Winnaboro, La., 06, 07.
 Smyth, Lena, Moreauville, La., 07.
 Snee, M., White Castle, 02, 05, 06, 08.
 Sneed, B. P., Minden, La., 06.
 Snell, J. B., Choudrant, La., 07.
 Snell, Willie, Reserve, La., 08.
 Sneve, E. B., Red Oak, La., 07.
 Snoddy, Edith, Franklinton, La., 08.
 Snow, Marion M., Alexandria, La., 07, 08.
 Soape, Lula Shreveport P. O., La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
 Soares, Josie B., New Orleans, La., 04, 05, 06, 07, 08.
 Somerville, Alice L., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Somerville, Mary E., New Orleans, La., 01, 02, 03, 04, 05, 06, 07, 08.
 South, J. C., Natchitoches, La., 07.
 Southern, A. M., Simsboro, La., 07.
 Southern, Pearl, Jonesboro, La., 08.
 Sowell, Janice, Freeland, La., 06.
 Spain, F. O., Atlanta, Ga., 08.
 Spearing, James, Mount Gilead, La., 07.
 Spearing, Jessie, Shreveport, La., 06, 07.
 Spearing, M. F., New Orleans, La., 03, 04, 07, 08.
 Spearing, M. F., New Orleans, La., 03, 04, 07, 08.
 Spearman, Ouida, New Orleans, La., 08.
 Specht, Fredericka, New Orleans, La., 03, 04, 05, 06, 08.
 Specht, Pauline, New Orleans, La., 03, 05, 06, 07, 08.
 Speigle, C. W., Homer, La., 07.
 Spellicy, M. M., New Orleans, La., 04, 05, 06, 07, 08.
 Spencer, Merle, Whitecastle, La., 07, 08.
 Spencer, Sally, Singer, La., 02, 03, 04, 05, 06, 07.
 Spight, Elizabeth, Homer, La., 06, 07.
 Spooner, Mattie, New Orleans, La., 08.
 Spoor, Ethel, Roanoke, La., 08.
 Sprout, A., Natchitoches, La., 06.
 Sprout, Beatrice, Zwolle, La., 07.
 Sprout, B. Ethel, Olla, La., 06, 07, 08.
 Sprout, Wm. A., (Mrs.) Olla, La., 07, 08.
 Stacklin, C. E., Broussard, La., 06.
 Stafford, John, Berwick, La., 05, 06.
 Stall, Agnes, New Orleans, La., 08.
 Stall, Esther, New Orleans, La., 08.
 St. Amant, Adele, New Orleans, La., 08.
 Stanley, Finley, Welch, La., 05, 06.
 Standt, J. S., Shreveport, La., 06, 07.
 Stauffer, Rosa, Abbeville, 08.
 St. Clair, Robert, Hamburg, Ark., 08.
 Steckler, Corinne, Broussard, La., 07.
 Steen, Mary, New Orleans, La., 08.
 Stenhouse, Mary, New Orleans, La., 08.
 Stephens, E. L., Lafayette, La., 00, 01, 02, 03, 04, 05, 06, 07, 08.
 Stephens, Isabelle, Winnsboro P. O., La., 06, 07, 08.
 Stephens, Nanie, Wilbert, La., 08.
 Stevens, Amelia, Galvez, La., 07.
 Stevens, A. V., Donaldsonville, La., 06.
 Stevens, Mary, Baton Rouge, La., 06.
 Stevens, Mary C., Arnaudville, La., 07.
 Stevens, Mrs. Mary F., New Orleans, La., 02, 03, 04, 05, 08.
 Stevens, Mattie, Erwinville, La., 07.
 Stevens, R. B., West Monroe, La., 06.
 Stevens, T., Colfax, La., 07.
 Stewart, Ethna, Ringgold, La., 07.
 Stewart, Ida, Minden, La., 05, 07, 08.
 tStewart, Isabella, Breaux Bridge P. O., 08.
 Stewart, eLonora, Bunkie, La., 05, 06.
 Stewart, Margaret, New Orleans, La., 08.
 Stewart, Nettie, Fairmount, La., 06.
 Stiles, E. R., New Orleans, La., 06.
 Still, J. B., Saline P. O., La., 07, 08.
 Stillman, Margaret, Hammond, La., 08.
 Stillman, Phoebe, Hammond, La., 08.
 Stinson, M., Ganville, La., 07.
 Stockley, Callie, New Orleans, La., 07, 08.
 Stokes, Alice, Mangham, La., 04, 07.
 Stoker, Kate, Leesville, La., 07, 08.
 Stoker, Pearl, Fort Jessup, La., 07.
 Stone, Josephine, Colfax, La., 06, 07.
 Stoltz, Pearl, Jennings, La., 08.
 Story, Mrs. Alice, Rayne, La., 07.
 Story, T. L., Rayne, P. O., La., 05, 06, 07, 08.
 Story, Mrs. T. L., Rayne P. O., La., 07, 08.
 Stovey, E. B., Crowley, La., 03, 04, 05, 07.
 Straughan, Lewis B., New Verda, La., 05, 07, 08.
 Streck, Emma, New Orleans, La., 06, 08.
 Strickland, Mrs. Ella F., Amite, La., 08.
 Strickland, Henry K., Baton Rouge, La., 06, 07, 08.
 Strickler, D. C., Vidalia P. O., La., 02, 03, 04, 05, 06, 07, 08.
 Stringer, Frances A., New Orleans, La., 04, 05, 06, 07, 08.
 Stringer, Nora, Hornbeck, La., 08.
 St. Romain, John B. O., Plaquemine, La., 06, 07, 08.
 Stroud, Grace E., Gilliam, La., 06, 07.
 Strous, Lena, Ouachita, La., 07.
 Stuart, Charlotte, New Orleans, La., 01, 02, 03, 04, 05, 08.
 Stimberg, C. H., Baton Rouge, La., 06, 07, 08.
 Stumborg, Catherine J., New Orleans, La., 08.
 Stumborg, W. S., New Orleans, La., 08.
 Swayze, John A., Bogalusa, La., 08.
 Suddith, Edwina, Donaldsonville, La., 00, 01, 03, 06.
 Sulakowski, Mrs. Rebecca, New Orleans, La., 03, 05, 06, 08.
 Sullivan, B., New Orleans, La., 05, 06, 08.
 Sullivan, C., Wallace, La., 08.
 Sullivan, Helen, New Orleans, La., 04, 05, 08.
 Sullivan, Katie, Lobdell, La., 06, 07.
 Sullivan, M., Cornerview, La., 08.
 Sullivan, M. A., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Sullivan, V. M., New Orleans, La., 06, 07, 08.
 Sushman, Fannie, Maurice, La., 08.
 Sutcliffe, Laura, New Orleans, La., 07, 08.
 Suter, Harriet A., New Orleans, La., 03, 04, 05, 06, 07, 08.
 Sutton, B., Simsboro, La., 07.
 Sutton, Florence, Arcadia, La., 05, 06, 07.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Suydam, Eugenie, New Orleans, La., 03, 04, 06, 07, 08.
Sweat, L. C., Mora, La., 05, 07, 08.
Sweeney, Hattie, Maurice, La., 07, 08.
Sweeney, I. A., Maurice, 07, 08.
Swift, Mary E., Natchitoches, La., 07.
Taboada, Mrs. New Orleans, La., 08.
Taylor, Lula, Jackson, La., 06, 07, 08.
Tait, F. M., Saline, La., 06.
Tallien, M. A., New Orleans, La., 03, 04, 05, 06, 08.
Tally, Angy, Cottonport, La., 07.
Taney, Catherine, New Orleans, La., 03, 04, 05, 06, 08.
Taney, Mary L., New Orleans, La., 03, 04, 05, 06, 08.
Tanguis, Clela, Bogalusa, La., 08.
Tanner, Eunice, Loreauville P. O., La., 08.
Taylor, Bessie B., Bogalusa P. O., La., 08.
Taylor, Elizabeth J., New Orleans, La., 03, 04, 05, 06, 07, 08.
Taylor, Mrs. E. H., Bogalusa P. O., La., 08.
Taylor, Flora, Marion, La., 07.
Taylor, H., Jena, La., 07.
Taylor, James I., Hickory Valley, La., 05, 06, 07, 08.
Taylor, John O., Bastrop, La., 05, 06, 07, 08.
Taylor, J. W., Baton Rouge, La., 07, 08.
Taylor, Louise, New Iberia, La., 08.
Taylor, Mary, Vernon, La., 05, 06, 07, 08.
Taylor, Maud, Minden, La., 03, 06, 07.
Taylor, M. C., Winnsboro, La., 05, 06, 07.
Taylor, P. H., Junction, La., 08.
Taylor, S. L., Floyd, La., 06, 07.
Terrier, Ada, Perry, La., 06, 07.
Terrier, Carrie, Perry, La., 04, 06, 07.
Terry, Elsie, Ruston, La., 05, 07.
Terry, R. E., Evergreen, La., 06.
Terry, Mrs. R. E., Evergreen, La., 07.
Texada, Arnetta, Pineville, La., 08.
Thames, Florance, Olla, La., 06.
Thatcher, G. O., Ruston, La., 07.
Theard, Irene, New Orleans, La., 08.
Theard, Nemea, New Orleans, La., 08.
Thearlot, Alice J., Patterson, La., 08.
Thibodeaux, Agnes, Cheneyville, La., 07.
Thibodeaux, J. W., Thibodeaux, La., 07.
Thigpen, Eva, Rayville, La., 06.
Thilborger, Louise F., New Orleans, La., 04, 05, 06, 07, 08.
Thiry, L., St. Gabriel, 02, 05, 06, 08.
Thiry, Mary, St. Gabriel, La., 06.
Thom, Jas. A., Mansfield, La., 06, 07, 08.
Thomas, Allie, Bastrop, La., 08.
Thomas, Mrs. C. A., Ringgold, La., 07.
Thomas, D., Hammond, La., 08.
Thomas, Ella P., Alexandria, La., 07, 08.
Thomas, Fannie, Gonzales, La., 08.
Thomas, Lizzie, Coushatta, La., 07.
Thomas, Mary, Monroe, La., 08.
Thomas, Stephen S., Baton Rouge, La., 05, 06, 07, 08.
Thomason, T., Vivian, La., 07.
Thompson, Annie, Welchton, La., 05, 06.
Thompson, C. J., Opelousas, La., 08.
Thompson, E., Anchor, La., 06.
Thompson, Grover C., Gilbert, La., 08.
Thompson, J. E., Thurman, La., 00, 03, 05, 06, 07.
Thompson, Marshall, Opelousas, La., 05, 06, 07.
Thompson, M. M., Farmerville, La., 06, 07.
Thompson, Waddy, Atlanta, Ga., 08.
Thorne, J. W., Spearsville, La., 07.
Till, D. A., Brookhaven, Miss., 08.
Tillery, Lizzie, Garyville, La., 07.
Tillinghast, Blanche, Moreauville, La., 06, 07, 08.
Tison, Maude, Verda, La., 04, 05, 07.
Tison, W. W., Melville, La., 04, 05, 06, 07, 08.
Todd, Eliza, New Orleans, La., 03, 04, 05, 06, 07, 08.
Todd, Man, Franklin, La., 05, 06, 07, 08.
Tompkins, Athlene, Minden, La., 06.
Toombs, Belle, Shreveport, La., 04, 05, 06, 07.
Toney, Mary, Simms, La., 07.
Tooke, Maggie, Ringgold, La., 08.
Torbet, Mabel, Minden, La., 06.
Tourte, Lelia, New Orleans, La., 08.
Towles, Katherine, New Orleans, La., 08.
Townsend, H. E., Slaughter P. O., La., 08.
Townsend, J. L., Olive Branch P. O., La., 08.
Trahan, Edith, Lafayette, La., 06.
Trahan, Lucy M., Paincourtville, La., 06, 07, 08.
Trasher, Lillian, Baywood, La., 07.
Trawick, Thomas L., New Orleans, La., 08.
Traylor, Ellie, Oak Ridge, La., 06, 07.
Traylor, May E., Oak Ridge, La., 05, 07, 08.
Tredup, Walda, Lauderdale, 06.
Treadwell, Lallie, Ward, La., 08.
Tremoulet, Marguerite E., New Orleans, La., 08.
Trent, Ada, Pollock, La., 08.
Triche, Lucy, Union, La., 06, 07, 08.
Triche, Mrs. J. D., Luling P. O., La., 08.
Triche, Martha, Cheneyville, La., 05, 06.
Triche, O. V., Plain Dealing, La., 07.
Triche, Rita, Chamberlin, La., 06.
Troth, Jessie, Bunkie, La., 06.
Tronsdale, Mattie, Abbeville, La., 04, 06, 08.
Trudeau, C. F., New Roads, La., 02, 03, 05, 06, 07, 08.
Truitt, E., Minden, La., 07.
Truxillo, Thos. A., Plattenville, La., 08.
Tubre, Lorena, Egg Bend, La., 06.
Tucker, W. P., Houma, La., 08.
Tullios, ———, Hughe's Spur, La., 07.
Twreaud, Mrs. J. T., 08.
Turnage, V., Puckett, 07.
Turner, D. F., Orange, La., 07.
Twiner, Effie, Innis, La., 07, 08.
Turner, E. H., Columbia, La., 07, 08.
Turner, Lola, Minden P. O., La., 07, 08.
Turner, Moss, Mansura, La., 06, 07, 08.
Turner, W. H., Napoleonville, La., 06.
Turnley, E., Jena, La., 07.
Turnley, Mattie, Monroe, La., 08.
Tusson, M. O., Donaldsonville, La., 06.
Tyves, Marie, Kentwood, La., 08.
Underwood, Bess, Wamerton, La., 08.
Underwood, Mertie, Lafayette, La., 04, 05, 06, 07.
Underwood, W. H., Magnolia, La., 08.
Upham, Ruth, Winnsboro, La., 07.
Valvades, Mrs. C., Cut Off, La., 06, 08.
Vance, Ruth, Hohen Sohlms, La.,
Vandenborre, Isabel, New Orleans, La., 08.
Van Horn, Belle R., New Orleans, La., 08.
Van Ingen, F. S., Alexandria P. O., La., 07, 08.
Vanney, Helen E., New Orleans, La., 08.
Van Sant, J., Jonesboro P. O., La., 07, 08.
Van Sant, R., Atlanta, La., 07, 08.
Varnado, Dean, Natchitoches, La., 07.
Vaughan, Evelyn, Brusby, 07, 08.
Vaughan, Grace, Blanchard, 07.

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- Vaughan, I. J., New Roads, La., 00, 01, 02, 03, 04, 05, 06, 07.
 Vaughan, Lena, Lakeland, La., 06, 07, 08.
 Vaughan, Mary, New Orleans, La., 00, 03, 04, 05, 06, 08.
 Veith, Caroline C., New Orleans, La., 08.
 Venable, Mrs. H., Burton, La., 05, 06, 07, 08.
 Verret, J. Albert, Cutoff, La., 08.
 Verret, Rosa, New Orleans, La., 06.
 Vestal, Carrie, Shreveport, La., 04, 05, 06, 07.
 Vickers, Jeanette, New Orleans, La., 08.
 Vickers, Sadie E., New Orleans, La., 04, 05, 08.
 Vicknair, M., New Orleans, La., 08.
 Vidrine, Mrs. Geo., Audupoint, La., 06.
 Vignes, Ada, Morganza, La., 08.
 Vincet, Celina, New Orleans, La., 06, 08.
 Virgurie, Albert R., Houma, La., 08.
 Vizard, Maud, New Orleans, La., 08.
 Voiers, Maggie, Natchitoches, La., 05, 07.
 Voight, Esther, Plaquemine, La., 06.
 Vogel, J. M., Atlanta, La., 07.
 Voltverde, Eva Beatrice, Bunkie, La., 07, 08.
 Voss, Sadie, New Orleans, La., 07, 08.
 Wagner, Gertrude, New Orleans, La., 08.
 Wagner, J. C., Marthaville, La., 07.
 Waldo, E. A., New Orleans, La., 00, 01, 02, 03, 05, 06, 07, 08.
 Waldron, Atsie, Jonesboro, La., 08.
 Watet, L. A., Thibodaux, La., 06, 07, 08.
 Walke, Eula, Crowley, La., 06, 08.
 Walker, Azalie, New Orleans, La., 08.
 Walker, B., Gibsland, La., 07.
 Walker, Cornelia, Dodoc, La., 06.
 Walker, Essye, Oakridge, La., 05, 07, 08.
 Walker, Florence D., New Orleans, La., 08.
 Walker, Hattie, Pollock, La., 07, 08.
 Walker, L., Columbia, La., 07.
 Walker, Lottie, Kelly, La., 05, 06.
 Wall, Annie, Gibson, La., 06, 08.
 Wall, Carrie, Abbeville, La., 08.
 Wall, Mary, Chacahoula, La., 05, 06, 08.
 Wallace, M. L., Amite, La., 08.
 Wallace, R. B., Melville, La., 04, 05, 06, 07, 08.
 Wallace, Ula B., Leconte, La., 05, 07, 08.
 Wallin, Minnie, Clinton P. O., La., 08.
 Wallis, Clara, New Orleans, La., 03, 05, 06, 07, 08.
 Walsh, Mary A., New Orleans, La., 03, 05, 06, 07, 08.
 Walsh, Mary R., New Orleans, La., 08.
 Walshe, Cora M., New Orleans, La., 07, 08.
 Walshe, Margaret R., New Orleans, La., 07, 08.
 Walter, M. M., New Orleans, La., 08.
 Walton, A. S., Keithville, La., 06.
 Wands, E., Roseland, La., 08.
 Warfield, W. C., Atlanta, Ga., 06.
 Warmoth, M. L., Baton Rouge, La., 08.
 Warner, Mrs. D., Gloster, La., 07.
 Warner, I., New Orleans, La., 04, 07, 08.
 Warner, J. W., Pollock, La., 06, 07, 08.
 Warner, Mamie, Amite, La., 08.
 Warner, Margaret, Baywood, La., 08.
 Warren, Mrs. M. T., Pelican, La., 04, 07.
 Washburn, T. B., Liberty Hill, La., 07.
 Wassman, Jessie, Lake Providence, La., 07.
 Wasson, Lda, Winnfield, La., 06.
 Waters, Pride, Haynesville, La., 08.
 Watkins, Inez, Napoleonville, La., 08.
 Watkins, Sadie, Napoleonville, La., 08.
 Watson, Anna, Lake Arthur, La., 05, 08.
 Watson, Elinor H., New Orleans, La., 03, 04, 05, 08.
 Watson, Ida, Greensburg, La., 08, 08.
 Watson, Margaret E., Plaquemine, La., 03, 04, 05, 06, 07.
 Watson, May, Amite, La., 06, 08.
 Webb, Lela, Coushatta P. O., La., 08.
 Webb, P. C., Taylor, La., 08.
 Webb, Ruth, Farmerville, La., 08.
 Weber, Lily, Lucy, La., 08.
 Weber, S. E., Baton Rouge, La., 08.
 Webre, Clarice, Edgard, La., 08.
 Webre, Corinne, Thibodaux, La., 06, 08.
 Weger, Louise, Monroe, La., 08.
 Weiland, Lulu, Baker, La., 02, 05, 06, 07, 08.
 Weingart, Lois, Lemorie, La., 06.
 Weinzettell, Josephine, New Orleans, La., 06, 08.
 Weiss, M. C., New Orleans, La., 08.
 Weiss, Paul, Marion, La., 07, 08.
 Welch, C., De Ridder P. O., La., 08.
 Welch, J. F., Colfax P. O., La., 05, 06, 07, 08.
 Wellhausen, Eloise, Amite, La., 08.
 Wellons, May, Patterson P. O., La., 07, 08.
 Wells, Marion, New Orleans, La., 08.
 Wemple, Mary, Voorhies, La., 07.
 Wemyss, Hattie, Grand Cane, La., 07.
 Wentz, Helen, Lake Charles, La., 04, 05, 08.
 Wentz, Lois, Lake Charles P. O., La., 04, 07, 08.
 Wespy, F., New Orleans, La., 09.
 West, E. M., Stay, La., 07.
 West, Sarah, Indian Mound, La., 07.
 Westbrook, J. L., Baton Rouge, La., 07.
 Westerfield, Mrs. M., New Orleans, La., 08.
 Wharton, Annie, Baton Rouge, La., 08.
 Wharton, May, Bonita, La., 08.
 Wheat, Luther B., White Castle P. O., La., 08.
 Wheelahan, Elizabeth E., New Orleans, La., 08.
 Whipple, A. M., Abita Springs, La., 04, 05, 06, 08.
 Whisenhunt, C. C., Shreveport, La., 02, 03, 04, 05, 06, 07.
 Whitaker, Ida, M. C., New Orleans, La., 08.
 Whitaker, Lily C., New Orleans, La., 08.
 White, Celia, Carson, La., 07.
 White, Daisy, Crowley, La., 04, 05, 06, 07, 08.
 White Francis, Moreauville P. O., La., 08.
 White, Hannah O., New Orleans, La., 04, 05, 08.
 White, Mrs. James, Calvin, La., 07.
 White, J. C., Scott, La., 04, 05, 06.
 White, Jennie, Reserve, La., 08.
 White, Julia, New Orleans, La., 08.
 White, Katherine, New Orleans, La., 05, 06.
 White, L. F., Gretna, La., 08.
 White, Mrs. Lily, New Orleans, La., 01, 04, 05, 06.
 White, Mamie, Gibsland, La., 08.
 White, Mamie, Jackson, La., 08.
 White, Mrs. M. H., Breaux Bridge, La., 08.
 White, Mariah D., New Orleans, La., 08.
 White, Mary, Garyville, La., 08.
 White, Mary L., Iota, La., 07, 08.
 White, Netta, Crowley, La., 08.
 Whitehead G., Rosedale P. O., La., 08.
 Whitehead, Phoebe, New Orleans, La., 08.
 Whitfield, Alvine, Donaldsonville, La., 06.
 Whitney, C., St. Joseph, La., 07.
 Wickes, Margaret, New Orleans, La., 08.
 Wier, Claude, Nielville, La., 07.
 Wier, May, Eola, La., 07.
 Wiggs, Fern, Coushatta, La., 08.
 Wilday, Winnie, New Orleans, La., 08.
 Wilder, Lucretia, New Orleans, La., 02, 04, 06, 07, 08.
 Wilder, Sibyl, New Orleans, La., 08.
 Wiley, Mary, Aubrey, La., 06.

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ALEXANDRIA, BATON ROUGE, SHREVEPORT AND NEW ORLEANS MEETINGS.—Continued.

- Willhite, eGorgie, Mooringsport, La., 07, 08.
 Wilhoufse, ———, Kaplan, La., 06.
 Wilkes, Delle, Sunny Hill, La., 06, 08.
 Wilkinson, Ada, Garyville, La., 08.
 Wilkinson, T., Monroe, La., 07.
 Willherham, ———, Milliken's Bend, La., 08.
 Willes, Dorothy R., Marion, La., 07.
 Williams, Mrs. A., Eras, La., 07.
 Williams, Cecile, Crowley P. O., La., 08.
 Williams, Mrs. E., Eros P. O., La., 03, 05, 08.
 Williams, John Hampton, Many, La., 07, 08.
 Williams, Mrs. L., New Orleans, La., 04, 05, 08.
 Williams, Lizzie, Florian P. O., La., 08.
 Williams, Lillian, Forbing, La., 07.
 Williams, Lois, Hornbeck, La., 08.
 Williams, Loolahbel, Scott, La., 08, 07, 08.
 Williams, Lottie C., Monroe, La., 95, 06.
 Williams, Mary, Florian, La., 08.
 Williams, Mattie, Longstreet, La., 07.
 Williams, Maud, Union, La., 08.
 Williams, Maude, Mansfield, La., 07.
 Williams, M., Shreveport, La., 07.
 Williams, Mrs. M. H., Shreveport, La., 04, 05, 06, 07, 08.
 Williams, M. M., New Orleans, La., 08.
 Williams, Sallie L., Shreveport P. O., La., 06, 08.
 Williams, Tina, oJnesboro, La., 08.
 Williams, Viola, New Orleans, La., 08.
 Williams, Willie May, Homer, La., 06.
 Williamson, Emily E., Grandmercy, La., 06, 08.
 Williamson, Fanny H., Grandcane, La., 08.
 Williamson, Isabel, Shreveport, La., 07.
 Williamson, Lura, Breaux Bridge, La., 06.
 Wilson, Anne May, Harrisburg, La., 06, 07.
 Wilson, Elizabeth, Minden, La., 07.
 Wilson, Florence, New Orleans, La., 08.
 Wilson, Lella, Port Hudson, La., 05, 07, 08.
 Wilson, Lotta K., ———, 06.
 Wilson, Mary S., New Orleans, La., 01, 04, 05, 06, 08.
 Wilson, Mrs. W., Walls, La., 06.
 Wingo, F. K., Trout, La., 07.
 Winham, L. S., Atlanta, La., 06.
 Winstead, R. W., Lake Charles P. O., La., 08.
- Winter, M., Monroe, La., 07.
 Wise, Giles J., Winnfield, La., 08.
 Wise, Rosa, Bolton, La., 05, 08.
 Witherow, Etta J., Milken's Bend, La., 08.
 Witherow, Ida J., Jennings, La., 05, 08.
 Wolff, Josephine, Shreveport, La., 04, 05, 06, 07, 08.
 Wolford, Martha, Charenton, La., 08.
 Wollank, E. M., Shreveport, La., 04, 05, 07.
 Womack, Irene, Baywood, La., 06, 07.
 Wood, L. L., Okaloosa, La., 07.
 Woodard, Isaac, Ringgold P. O., La., 08.
 Woodley, F. B., Hattiesburg, Miss., 08.
 Woodruff, Edith, New Orleans, 02, 05, 04, 05, 06, 07, 08.
 Woodward, Jas. E., Weason, Miss., 08.
 Woodward, Ellsworth, New Orleans, La., 08.
 Woodward, Myra, Shreveport, La., 04, 06, 07, 08.
 Woodward, William W., New Orleans, 05, 06, 07, 08.
 Woodworth, Olive, New Orleans, La., 08.
 Woolworth, Elizabeth, Keatchie, La., 06, 07.
 Wossman, Jessie, Mains, La., 06.
 Wren, G. L., Monrie, La., 06, 07, 08.
 Wright, E. L., Jonesboro, La., 07.
 Wright, Ethel, New Orleans, La., 08.
 Wright, Mrs. M. F., Scott, La., 04, 05, 07.
 Wright, Pearl, Pilot Town, La., 06.
 Wright, Sadie, Rogilville, La., 08.
 Wright, T. E., Boyce, La., 05, 06.
 Wynn, Alice, L., New Orleans, La., 08.
 Wynn, Mary, Crowley, La., 05, 08.
 Yarborough, Blanche, Lenoir, La., 07.
 Yarborough, E., Doyline, La., 07.
 Yarborough, M., Zena, La., 06, 07, 08.
 Yelverton, Minnie, Royal, La., 06, 07.
 Yewell, Blanche, Waterproof, La., 08.
 Young, Sallie, Raseland, La., 08.
 Youngblood, ———, Frierson, La., 07.
 Youngblood, Elva, Logansport, La., 07.
 Youree, S. A., Haynesville, La., 07.
 Zatarain, Aline, New Orleans, La., 08.
 Zerr, Viola, M., New Orleans, La., 08.

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